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THE RATIONAL METHOD IN READING

BY

EDWARD G. WARD

MANUAL OF INSTRUCTION

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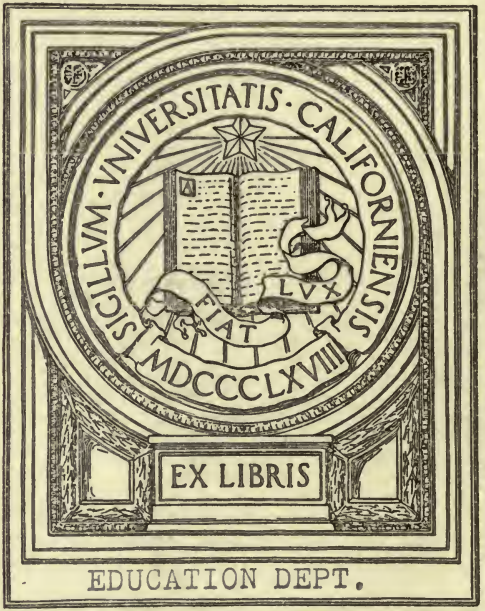

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THE

RATIONAL METHOD IN READING

AN ORIGINAL PRESENTATION OF SIGHT AND SOUND WORK THAT LEADS RAPIDLY TO INDEPENDENT AND INTELLIGENT READING

BY

EDWARD G. WARD

ASSOCIATE SUPERINTENDENT OF PUBLIC INSTRUCTION, BROOKLYN, N.Y.

Manual of Instruction

FOR THE USE OF TEACHERS

SILVER, BURDETT & COMPANY

NEW YORK BOSTON CHICAGO

THE

RATIONAL METHOD IN READING.

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First Year.

PRIMER.

Material: Conversations.

PART I. — Reading by the Word Method.

PART II. — Sight and Phonetic Reading Combined.

FIRST READER.

Material: Conversations and Stories.

PART I. — Sight and Phonetic Reading. Largely Review Exercises.

PART II. — Sight and Phonetic Reading. Advance Work.

Second Year.

SECOND READER.

Material: Stories and Poetry. Literary and Ethical.

PART I. — Sight and Phonetic Reading. Advance Work.

PART II. — Sight and Phonetic Reading. The Remaining Phonograms. Reading with All the Phonograms.

THIRD READER.

Material: Stories, Poetry, etc., from History, Folk Lore, and Standard Fiction. Literary and Ethical.

PARTS I. and II. — Sight and Phonetic Reading. Diacritical Marks omitted from the easier and more familiar Phonetic Words.

MANUAL OF INSTRUCTION FOR TEACHERS.

PHONETIC CARDS —

FIRST SET. To Accompany the Primer.
SECOND SET. To Accompany the First Reader.
THIRD SET. To Accompany the Second Reader.

Other volumes forthcoming.

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PREFACE.

THE method of teaching reading embodied in this book is an outgrowth of the author's profound dissatisfaction with the results of the word method.

The latter method, while it possesses the undisputed merit of leading to facility in thought gathering during the first stage of the work, proves slow and cumbrous afterward, fails to excite the child to effort, furnishes him with but a scanty vocabulary, and finally sends him out of school unprovided with a key by means of which, without further assistance, he may gain access to the treasures of the language.

The RATIONAL METHOD is a peculiar combination of the word and phonetic methods. It utilizes each for that part of the work to which it is especially adapted. The word method is used, first as principal, because of its value in developing a habit of reading thoughtfully, and afterward as auxiliary, to remedy the shortcomings of the phonetic method, and increase the stock of word phonograms. The phonetic method, which is introduced by easy stages during the ascendency of the word method, finally becomes the principal means of growth and progress. It imparts power, while it supplies the key which the word method is inadequate to give.

The aims of the RATIONAL METHOD are: —

1. To make the child not only independent in his reading, but generally self-reliant.

2. To enable him to read a vastly greater amount than heretofore in a given time, and thus acquire not only a fuller vocabulary, but greater maturity of mind.

3. To put him into possession, during the first year and a half of school life, of a complete key to the language, so that, no matter how soon thereafter his schooling may cease, his ability to read will be assured.

The following are the leading features of the phonetic part of the work: —

1. **The presentation of the sounds and their symbols (phonograms) in a rational order**; that is, an order in which the easier precede the harder. The easiest sounds to use in phonetic reading are those that may be indefinitely prolonged, and the blending of which in words may therefore be most readily shown and perceived. These sounds, the RATIONAL METHOD deals with first

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2. The teaching of an Initial Stock of phonograms before any phonetic reading is done. This makes provision whereby, when such reading has once been commenced, it may be carried on continuously and with sufficient wealth and variety of material.

3. The training of the ear in the perception of phonetic blends, before phonetic reading is begun. The teacher accomplishes this by pronouncing words sound by sound, and requiring the children to determine, in each case, the word so pronounced.

4. An extensive and systematic use of word-phonograms and other compound phonograms. The difficulty the child experiences in determining a new word, is, in general, directly proportional to the number of parts he has to recognize in it. By the use, then, of compound phonograms, which, being taught as wholes, are no harder to recognize than simple ones, hundreds of long and hard words are practically transformed into short and easy ones. Thus, the word *lightning*, which the child learning by this method reads, *l ight n ing*, he finds no more difficult than the short word *left*, in which also he has to recognize and put together four separate sounds.

5. A careful grading of the phonetic words introduced. The first phonetic words presented contain but two phonograms each, the next but three, and so on.

6. The gradual introduction of phonetic words into the sentence reading. At first but one such word is used to a sentence. This prevents the phonetic work from offering any serious impediment to the thought getting. As the child's perception of the blend becomes quicker and clearer, the proportion of phonetic words is constantly increased. Finally, when this perception has become automatic, or nearly so, the reading is made almost wholly phonetic.

7. Separate daily drills in the recognition of the individual phonograms and the reading of single phonetic words. The purpose of these is to cultivate expertness. No other part of the work exceeds them in importance; as without them, the average child would never acquire sufficient facility in sound or word recognition, to make successful phonetic reading a possibility.

Those who undertake this method will need: —

1. To follow *implicitly* the directions laid down in the Manual.
2. To do their work with great thoroughness.
3. To hold expectation in check for awhile, and exercise patience, — looking for brilliant results only after the foundations have been laid broad and deep. In the numerous schools that have already attracted public attention by their wonderful success with this method, more ground has invariably been covered during the last five weeks of the first term than during the preceding fifteen.

E. G. W.

Brooklyn, N.Y., June 1, 1894.

MANUAL OF INSTRUCTION FOR TEACHERS.

EXPLANATION OF TERMS EMPLOYED.

Phonogram. A written or printed representation of a sound, either simple or compound.

EXAMPLES: f, s, l, ing, ight.

Sight word. A word that has been taught as a whole, and is therefore recognized by sight alone.

Phonetic word. A word to be read by means of its phonograms.

Sight reading. The reading of sight words either singly or in sentences.

Phonetic reading. The reading of phonetic words either singly or in sentences.

Simple phonogram. A phonogram containing but one letter.

EXAMPLES: s̲, ī, ŏ.

(Excepting ī, which represents a union of the sounds of ä and ē, the simple phonograms stand for one sound each.)

Compound phonogram. A phonogram containing more than one letter.

EXAMPLES: ing, ight, ip, un, ness.

(Every compound phonogram represents a compound sound, which, however, is taught as a unit.)

Word phonogram. A sight word used as a phonogram in the representation of a longer word.

EXAMPLES: old in f̲o̲l̲d̲, ail in s̲a̲i̲l̲, an in m̲a̲n̲.

(Word phonograms are really, of course, compound phonograms, but, for the sake of convenience, the term "compound phonogram" is restricted to combinations that are not words.)

Blend. The union or combination of sounds, simple, compound, or both, to form words.

I.

FIRST HALF-YEAR'S WORK. — FIRST STAGE.

(TIME, ABOUT EIGHT WEEKS.*)

SIGHT-READING FROM THE BLACKBOARD AND PREPARATION FOR PHONETIC READING.

Three lines of work are to be separately practiced every day: —

1. Sight-reading.
2. Drill on Phonograms.
3. Ear-training.

1. The Sight-reading.

Commence with the blackboard, using script characters only, and teach the following list of sight-words comprising the full vocabulary for Part I. of the Primer: —

a, again, ail, all, am, an, and, any, apple, are, at, boy, bread, can, come, cow, day, do, does, dog, drink, eat, egg, for, Frank, fruit, full, girl, give, go, good, has, have, he, her, here, him, home, how, I, ill, in, is, it, Jack, let, like, look, make, me, milk, much, no, not, of, old, out, picture, play, see, she, some, stay, take, tell, that, the, them, there, they, to, too, us, want, water, we, well, what, where, will, with, yes, you.

* In Brooklyn, some teachers accomplish this stage of the work in six weeks, while a few require as much as ten weeks.

Use the words in sentences from the very beginning. Construct your own sentences and make plenty of them, but make them *very short.* As far as possible, work them up in conversation or story style, several in succession relating to one topic. Do not use the sentences found in the book; and, the better to avoid doing so, work up the words in a somewhat different order from that in which they are presented in the book.

Never let *a single scholar* read a sentence until he is ready to do so without a break. At the very first symptom of hesitation or a halt, stop the pupil, and tell him he must not read until he has his sentence all ready. While he is getting it ready, he must have the privilege of asking (by number is the best way) for any word that he does not know. This mode of procedure, involving, as it does, constant waiting, seems to the inexperienced teacher most wasteful of time; but those whose experience is riper, well know that the facility it brings toward the latter part of the term makes up many times over for the time apparently lost at the beginning. Do not fall into the common error when the children show a disposition to hesitate, of telling them to hurry. You do not wish them to *hurry;* you simply wish them to read in a *natural* manner *without breaks.*

As to expression: — When a child reads without expression, draw it from him if possible, by questions or remarks on the subject-matter of the sentence. Failing in this, read the sentence properly for him, and require him to read it after you. The statement of the theorists that if the child recognizes the words readily, the expression will take care of itself, is arrant nonsense, as every practical teacher of little ones knows. With a class that is particularly unresponsive in this matter, it is often a good thing in the models you set, to exaggerate somewhat in both emphasis and inflection.

The scholars should be taught to recognize the *s* and *ing* forms of the words just as they do the simpler forms. This recognition may be easily brought about in the following manner: —

When half-a-dozen singular nouns and three or four simple verbs have been learned, write any convenient one of said words on the blackboard, and have the pupils tell what it is. Then add to it an *s,* and tell *them* what it *now* is. Next write another of the words, have it read as before, and add the *s*; but now, instead of telling the *scholars* what the word has become, ask *them* to tell *you.* Continue this process until they distinguish without

difficulty between the simple and the *s* form of every familiar word. Then teach them in the same manner to recognize the form that ends in *ing* and afterward the one that ends in *ings*.

Avoid until near the end of the work words like *goes, making*, etc., in which the change to the *s* or *ing* form involves the addition or the elision of an *e*.

2. The Drill on Phonograms.

This is a preparation for phonetic reading. To be effective, it must be thorough. The material used is the Initial Stock of phonograms, comprising those employed in the first phonetic reading, which are *f, l, m, n, r, s*, — *ā, ē, ō*, — *ing, ings, ight*, and *ights*. That the preparation for the phonetic reading may be adequate, the drill on this stock must begin when the first blackboard work begins and continue without intermission until Part. I. of the book has been read.

The following method is recommended: —

Begin with *f*. Write it on the blackboard, and tell the children what it is. Give sound, not name. (No letter *names* are to be taught during the first half-year.) Have them practice it a little while, then leave it. Many times during the day, ask them unexpectedly what it is. Next day teach *l* in the same manner. Now for two or three days, keep both characters on the board, changing their relative positions from time to time, or writing a number of each and mixing them irregularly, and have frequent short drills on them. Next teach *m* in the same manner, and drill similarly for a day or two on all three. Continue in this way until you have taught from four to six of the phonograms, and thereafter use Set I. of the phonetic cards (script side only) for your drills, instead of the blackboard.

In using the cards, proceed as follows: —

Stand in one of the front corners of the room where every member of the class can see distinctly, holding in your hand the cards for all the phonograms thus far learned. Taking the scholars in order, show each a phonogram. If he does not name it *instantly* (interpret this word literally), call out *tell*, and have the others prompt him. This will cause *every child* to study *every phonogram*, and will greatly increase the effectiveness of the drill. If the proper rate of speed is maintained, you will "go round" a

class of fifty in two or three minutes. It will probably be sufficient to do this two or three times each day. At first most of the scholars will miss. Pay no attention to this. Above all, find no fault with it. In a few days you will note a decided improvement. Finally, most of the scholars will be able to name any of the single phonograms without hesitation. This is what they *must* be able to do before they can read by means of these characters. Aside from this, the ability to concentrate their attention quickly, which this simple exercise, persevered in, will give your pupils, will be of great value both to you and to them in more than one direction.

Three cautions are necessary to complete this part of the subject: First, Never attempt to teach a phonogram until you are absolutely sure that you know how to pronounce it yourself. (Directions for the pronunciation of the more difficult phonograms in the Initial Stock will be found over Phonetic List No. 1.) Second, Never teach a new phonogram until all those previously presented have been thoroughly learned. Third, Never accept from your scholars anything but the *exact* pronunciation of any phonogram.

3. The Ear-training.

This, like the teaching of the phonograms, is a preparation for phonetic reading. Like the latter, also, it should begin at the very commencement of the term and be practiced daily. With brisk work, five minutes a day should suffice for it.

Conduct the exercise as follows:—

Tell a little story introducing every here and there a word from Phonetic List No. 1. Give the phonetic words *by their sounds*, not as wholes, uttering the successive sounds rapidly but *separately*, thus:—

f o̲l̲d̲, n a̲i̲l̲, s āy̆, s ō, etc.

Let the scholars, in every case, tell the word as soon as you have thus pronounced it. Whenever they fail to recognize the word, repeat it for them, this time running the sounds together, but greatly prolonging every sound except the last, so that it may be distinctly heard. As a matter of economy, you may, whenever your scholars are sufficiently interested to justify you in so doing, dispense with the story-work in this exercise and use the single phonetic words only.

II.

FIRST HALF-YEAR'S WORK. — SECOND STAGE.

(TIME, ABOUT THREE WEEKS.)

SIGHT READING FROM THE PRIMER, PART I., AND FURTHER PREPARATION FOR PHONETIC READING.

Three lines of work are to be *separately* practiced *every day*: —

1. Sight-reading from the Primer, Part I.
2. Drill on the Phonograms.
3. Drill on the Blend.

1. The Book-reading.

The words in Part I. of the book having been thoroughly taught and read in blackboard sentences, the book itself next comes into use. The book-reading will now, of course, be the main reading-work of the day, the other exercises being, as before, auxiliary and preparatory to the Phonetic Reading.

The transition from script to print will be found an easy one, very little intermediate work being required. The following is perhaps as good a method of bridging the gap between blackboard and book as any: —

The teacher begins by placing upon the blackboard, in both script and print, a number of short sentences from the reader, the print under the script, thus, —

I see you. *Do you see?* *See me eat.*

I see you. Do you see? See me eat.

and requiring the children in the case of each sentence, to read first the

script and then the print. After they have done this, she erases the script and requires them to read the print by itself.

When reasonable success has been attained in this way, she reverses the process by placing sentences as before on the blackboard in both script and print, the former now under the latter, thus, —

Do I see well? Look at me, Jack.

and requiring the children to read *only the print*, using the script for reference when necessary.

She next writes sentences as above, the script under the print, and, covering the script, requires the children to read the print, uncovering the script only as it becomes necessary to do so. When the children have attained such proficiency in reading the print that they seldom need to see the script, they are ready for the book.

Another good method is the following: —

The teacher begins by placing upon the board, in print only, any convenient short sentence, say, for instance, —

Do you see me?

She then *writes*, at some distance from the sentence, the word *see*, and, after the scholars have pronounced it, requires them to find it in the sentence. This having been done, she treats *Do* in the same way, then *me*, then *you;* taking the words in an irregular order. When all the words have thus been discovered, she requires some scholar to read the sentence as a whole.

This operation is repeated again and again with other sentences until the scholars read blackboard print pretty well.

The teacher next directs the attention of the children to some convenient sentence in the book, and *writes* its words one at a time on the blackboard, having each pronounced as it is written, and then found in the book sentence, which, when all of its words have been thus determined, is read as a whole.

Either or both of the foregoing methods may be used to whatever extent may be found necessary, not only as a preliminary to the *first* book reading,

but as a preparation for successive book lessons after the first. If, however, the sight words have been thoroughly taught in script, the scholars should read print as freely as they do script, within a week of the commencement, and should complete Part I. of the book within three or, at most, four weeks.

2. The Drill on the Phonograms.

This will proceed as before, the cards being the means employed; but now the print side will be used as well as the script side. As the knowledge of the single phonograms is the foundation of all the phonetic reading, and as the ability to utter the phonograms of a word in *quick succession* is absolutely essential to perception of the blend, too much stress cannot be laid upon the necessity of thoroughly following the directions already given for this exercise. (See pages 8 and 9.)

3. The Drill on the Blend.

This consists in the reading of single phonetic words. It combines practice on the individual phonograms, with the ear-training prescribed for the "First Stage" of the work, separate oral exercises for the latter, from this point on, being no longer used. The material employed is found in Phonetic List No. 1, which is arranged in sections according to the difficulty of the words presented. Section B should not be used until the scholars can readily read words from section A; section C, until they can readily read words from section B, and so on.

The following is the best method of procedure: —

The teacher at the beginning writes upon the blackboard some word from section A, — let us say *fat*. She covers the *at*, and, pointing to the *f*, asks the scholars to tell what it is (sound). She then covers the *f* and asks what the *at* is. Finally she uncovers the whole word and asks the scholars to put the two sounds together, and tell what word they make. If they cannot do this, she herself tells, making the *f*, when she pronounces the word, long and prominent. She then uses in the same way the other *at* words, — *mat*, *Nat*, *rat*, and *sat*, — and then words of other series.

As soon as the scholars have acquired sufficient ability to read words in *this* way, the teacher ceases to present them in series, but takes them hence-

forth irregularly. She ceases, also, to assist the pupils by covering first one phonogram and then the other.

After the first few days of blend-work, from thirty to fifty single words from Phonetic List No. 1 should be read by the scholars from the blackboard every day, until Part I. of the book is read through. And for the encouragement of the weaker scholars, the first of these words, as well as every second or third word thereafter, should be an *extremely easy one* that all who will try can get. This is a very important point. A glimmer of light here and there will keep the dull scholars trying; while persistent discouragement will ultimately kill all desire to try. The teacher should ever keep it in mind that the object is not to have the words memorized, but to give the scholars ability to *read* them by their phonograms. As there are but about 220 words in all in Phonetic List No. 1, the words given after the first few days will involve many repetitions of words previously given; but, if the words are always, as they should be, selected at random, there will be no memorizing of them as wholes to speak of, and therefore no interference with the *phonetic* reading.

No less work than the amount prescribed above will do. Perception of the blend comes slowly to many scholars; but when it does come, it comes to stay. Practice will make them perfect; *nothing else* will.

The exercise must be so conducted that every scholar is constantly hoping to get the next word. This will cause every one to attend closely throughout, and get the full benefit of the lesson; whereas a method that leads the scholar to look for his turn, and nothing else, will, most likely, be barren of results.

One most important direction remains to be given. If the phonograms are well learned, there will be a strong tendency among the pupils, the moment a phonetic word is presented, to whisper the sounds to themselves. The buzzing thus produced *must not be checked.* It is not disorder. It is the only means by which beginners of average ability can get at the words. For several months they cannot carry the sounds mentally so as to get the blend. They must actually hear them. The unwillingness of teachers with wrong ideas of discipline to permit this perfectly natural process to go on, is one among several reasons why phonetic reading has hitherto generally proved a failure.

III.

FIRST HALF-YEAR'S WORK. — THIRD STAGE.

(TIME, ABOUT NINE WEEKS.)

COMBINED SIGHT AND PHONETIC READING, FROM THE PRIMER, PART II., WITH AUXILIARY EXERCISES TO STRENGTHEN AND PERFECT THE WORK.

Three lines of work are to be separately practiced every day: —

1. READING FROM THE PRIMER, PART II.
2. DRILL ON THE PHONOGRAMS.
3. DRILL ON THE BLEND.

1. THE BOOK-READING.

This differs from the reading in Part I. in this: That nearly every sentence contains *some phonetic* reading. At first the quantity is small, but one, or, at most, two phonetic words being used in a sentence. The reason for thus limiting the phonetic work is that the children being yet somewhat slow in perception of the blend, too many phonetic words would prove an obstruction to the thought-getting. New sight-words are added from time to time, including some that may afterward be used as word-phonograms. New phonograms are also taught, and, as a consequence, phonetic words differing slightly in character from those previously used are constantly introduced; but in no case are new sight-words presented in the same lesson with a new phonogram.

In this mixed sight and phonetic reading, as in the sight-reading on the blackboard, used in Part I., *no scholar must ever be allowed* to read a sentence until he is ready to do so without a halt or break. At the very first indication of a break, he must be stopped and told not to begin again until he is ready; but while he is getting ready, he must be permitted to tell (by number) which word he cannot get. If it be a sight-word, he must be told; if a phonetic word, he must be asked to give its sounds, and then, failing to

recognize the word, to give them faster. Finally, if he cannot get the word, the other scholars must be called upon to tell him.

Special phonetic preparation should be made for every lesson in the book as follows: —

Before the lesson is attacked by the class, all the phonetic words it contains should be written (or printed) on the blackboard with the proper marks. These words should then be read by the scholars several times as a blend drill. Whenever this is done, the separate "Drills on the Blend" prescribed below (3) may be reduced by the number of words thus practiced for the lesson.

2. The Drill on the Phonograms.

This must be continued daily *throughout the course.* No new phonogram should be taught more than a day or two in advance of the reading lesson over which it appears. Whenever a new phonogram is taught, the card that contains it must be added to the number used in the daily drills. The knowledge of the individual phonograms being the foundation upon which the whole superstructure in phonetic reading rests, the daily repetition of all thus far taught is in a certain sense a review of the entire subject, which will do wonders in the way of bringing together, at the end of the term, scholars whose previous training and opportunities for attending school have been widely different.

3. The Drill on the Blend.

Perception of the blend comes rapidly to a favored few, but to the average scholar only as a result of careful training. The practice, therefore, in phonetic reading afforded by sentences that contain but one or two phonetic words each, is but a small portion of what is required that proficiency may be attained. For this reason, you must give your scholars, on the blackboard, every day, at least thirty or forty *single* phonetic words to read. The words are to be selected largely from the Phonetic List that accompanies the phonogram last learned, but many words from lists previously used should be mingled with them. Remember the directions previously given, to have many extremely easy words distributed among the others for the encouragement of the duller pupils, and remember that the "buzzing" which the scholars make in trying to get at the words "under their breath," being *necessary,* is *not* disorderly, and must *not* be suppressed.

IV.

LATER WORK.

1. Second Half-Year.

The work of the second half-year does not differ essentially from that of the "Third Stage" in the first half-year. New phonograms are, of course, introduced from time to time, as well as new sight words; while the subject-matter becomes less simple and the sentences grow longer.

During the first and second half-years, the use of supplementary readers is not recommended; though many Brooklyn teachers employ them after the first half-year very successfully. The author believes that the best possible provision of additional matter, *throughout the first year*, is that which every thoughtful teacher will make for herself, in the shape of blackboard lessons in script, which will afford extra drill upon words and phonograms already learned. Through these blackboard lessons, by teaching such new sight words as may be found necessary, the teacher may bring the reading into close correlation with animal and plant study, etc.

2. Third and Fourth Half-Years.

The last of the phonograms is taught about the middle of the third half-year, and the time has then arrived for the free use of supplementary readers. Otherwise, the work of this half-year differs from that of the preceding one only in grade.

In the fourth half-year, the only important change made beside the provision of subject-matter of a higher grade, is the introduction of many phonetic words without the diacritical marks to which the scholars have been accustomed. During the third and fourth half-years, *i.e.* during the second year, scholars that have been well taught, will, without difficulty, complete from ten to fourteen supplementary readers, and their mental

horizon, if the books have been well chosen, will be correspondingly extended.

3. Fifth and Sixth Half-Years.

In the fifth and sixth half-years, the latter of which completes the course, still more advanced subject-matter is provided, and the diacritical marks are entirely omitted from the text, though they are still used in blend drills, one of which is given at the head of each lesson, as a preparation therefor.

Both of the mechanical drills are practised daily throughout the course of three years to secure full development of power as well as to bring together those scholars that have pursued the course from the outset and those that have entered upon it at various times thereafter.

In the front part of each book above the Primer are given special directions for the teacher, which should be very carefully read.

LISTS OF PHONETIC WORDS

FOR USE IN BLEND DRILLS AND IN BLACKBOARD SENTENCE READING.

RULES FOR MARKING OBSERVED IN THESE LISTS.

1. Sight-words (words taught as wholes) uncombined with other words should not be marked.

2. A sight-word found within another word and having there its *usual sound*, should be set off as a single phonogram by an underdrawn horizontal line.

EXAMPLES: ail in fail, ails in fails, an in ant.

3. A compound phonogram used as a part of a word should ordinarily be set off as a single phonogram by an underdrawn horizontal line.

EXAMPLES: ights in fights, im in limp, ings in wings, pr in print, cl in clăp.

4. When a compound phonogram or a word phonogram forms *by itself* either the first or the last *syllable* of a word, it should not be marked, but should be slightly separated from the rest of the word.

EXAMPLES: ing in lēaping, er in miller, est in smallest, un in unlīkę, un doing, be in become.

Exception. — When the compound phonogram is immediately preceded or succeeded by a silent (crossed-out) letter, no other separation than that made by the silent letter should occur.

EXAMPLES: er in lōwer, un in unknown, ed in fitted.

5. When a compound phonogram which does *not, by itself,* form a syllable is separated from the other phonetic elements of the word by a silent (crossed-out) letter, an apostrophe, or a division of syllables, it need not be marked.

EXAMPLES: he in he∉at, bl in gā bl∉, end in fr∉end, she in she'∉s.

6. Other phonograms should be marked in words as they are marked at the heads of the following lists.

EXAMPLES: e and ō in e∉ōal, ă in ă∉p.

7. Silent letters and letters so slightly or obscurely sounded that their omission will not involve the loss of a syllable, should be crossed out.

EXAMPLES: e in fīn∉, g in ∉gnat, o in less∉n or mŭt∉on.

PHONETIC LIST NO. 1.

LENGTH LIMIT: THREE PHONOGRAMS.

PHONOGRAMS.—f, l, m, n, r, s,—ā, ē, ō,—ing, ings, ight, ights, —*and short sight-words from Part I. of the Primer.*

To make the sound of *l,* place the tip of the tongue against the roof of the mouth behind the front teeth, and *holding it there* say *ull* (latter part of *full*).

To make the sound of *r,* press the side edges of the tongue against the upper side teeth, curling the tip up until it almost touches the roof of the mouth. Then say *ur, curling* the *r* part well (but not trilling it) and making precisely the same vowel sound that occurs in *l.*

The other phonograms in this list, it is believed, all teachers can sound without special instruction.

NOTE. — The directions at the tops of the lists are for the teacher only. Do not give them to the scholars. Above all, do not have the scholars learn them. They should acquire the power to give the sounds by listening and imitating. A few exceptions will be noted as they occur.

A.

fail, fails, fall, fan, fat, fight, fights, fill, fin, fit, fits, fold, land, light, lights, lit, mail, mails, man, many, mat, Mat, meat, meats, might, mill, mold, nail, nails, Nan, Nat, neat, night, nights, rail, rails, ran, rat, right, rights, rill, ring, rings, sail, sails, Sam, sand, sat, seat, seats, sight, sights, sill, sing, sings, sit, sits, sold, swell, swells.

B.

Anɲ, ƙnoẇ, oƚ, oẇɸ, fusʂ, ǥnat, ƙnēɸ, ƙnit, ƙnits, lamƀ, mitʈ, musʂ, snoẇ.

C.

āĵm, ēɹr, ēɸl, I'll, I'm, lāẏ, Lēɸ, loẇ, māẏ, Māẏ, moẇ, rāẏ, Rāẏ, roɸ, roẇ, sāẏ, sēɹ, so, soẇ, ẇring, ẇrings.

D.

eatɸn, heɹl, heɹr, heɸl, ƙnoẇn, ƙnoẇing, meɹl, meɹn, oɹr, oẇing, oẇn, seem, seen, she'll, tool, weɹn, we'll, we'rɸ, you'll, you'rɸ, your.

E.

can not, fail ing, fall ing, fanɲing, fight ing, fill ing, fold ing, land ing, light ing, mail ing, mold ing, nail ing,

rail ing, rail ings, ring ing, sail ing, seat ing, seem ing, sing ing, swell ing, swell ings, willōw, with in, with out.

F.

āf́m ing, fitt́ing, fusśing, heá́l ing, heá́r ing, heé́l ing, knitt́ing, lāýing, lōẃing, matt́ing, meán ing, mōẃing, musśing, ōẃn ing, rōẃing, sāýing, sāýings, sitt́ing, snoẃ ing, sōẃing, weán ing.

G.

fallé́n, fatt́é́n, fats, fēá́r, fēé́l, fōá́m, fōré́, fōú́r, gnats, lāf́n, lāmé́, lānḗ, lēá́f, lēá́n, Lēō, lightén, littĺé́, lōá́f, lōá́n, mānḗ, Mat's, mats, mitt́é́n, mōá́n, mōlé́, Mōré́, mōré́, mōẃn, nāmé́, Nat's, nēá́r, rāf́n, ratt́lé́, rinsé́, rōá́m, rōá́r, rōlĺ, sāfé́, sālé́, sāmé́, sat in, sēá́l, sēá́m, sōlé́, sōré́, ẃritt́é́n.

H.

flat, flēá́, fling, flings, flōẃ, frēé́, fright, slam, slat, slight, sling, slings, slit, slits, slōẃ, small, snail, snaïls, stool.

PHONETIC LIST NO 2.

LENGTH LIMIT: FOR WORDS ENDING WITH ING, INGS, *OR* S, *FOUR PHONOGRAMS; FOR OTHER WORDS, THREE.*

NEW PHONOGRAM: S.

(*Also a number of additional sight-words used in the Reader before the introduction of this phonogram.*)

To make the sound of S place the organs of speech in position for *s* and force the *voice* strongly, but not suddenly or explosively, through, producing a decided buzzing sound.

āims, Any's, another, another's, anyone, anyhow, anyone's, anything, anyway, ārs, āsē, ēls, falls, fans, fattening, fattens, fāring, fārs, fēling, fēlings, fēls, fills, fins, flās, flinging, flōwing, flōws, fōaming, fōams, folds, fōrs, friend, friends, hals, hars, hels, he's, however, knēling, knēls, knēs, knows, lambs, lamb's, lāmēs, lāming, lands, lānēs, late, lāys, lēafing, lēafs, lēaning, lēans, lend, lending, lends, Lēō's, lōaning, lōans, lōws, mānēs, man's, mate, mates, Māy's, meals, meaning, means, mend, mending, mends, mills, minōw, mittens, mōaning, mōans, molds, mōlēs, Mōrē's, mother, mothers, mother's, nāmēs, naming, Nan's, never, nōsē, ōars, on to, ōwēs, ōwns, overdo, overdoes, overcome,

over eat, over eat∕n, over eats, over look, over looks, over see, over seen, over sees, over sight, over take, over takes, over taken, rails, rā∕ning, rā∕ns, rā∕s∕, rā∕sing, rate, rat∕t∕l∕s, rat∕t∕ling, rā∕s, Rā∕'s, rills, rinsing, rinsings, rō∕ming, rō∕ms, rō∕ring, rō∕rs, rō∕s, rōl∕ling, rōl∕s, rōs∕, Rōs∕, rō∕ws, Rover, Rover's, sāl∕s, Sam's, sē∕ling, sē∕ms, sē∕s, seems, send, sending, sends, sever∕al, she's, sills, slam∕ming, slams, slate, slats, slinging, slit∕ting, smother, snow∕ing, snow∕s, sōl∕s, sōling, somehow, something, sōr∕s, sō∕ws, stools, sup, sup∕ping, sups, tools, upon, upright, we∕ns, we∕s∕l, willō∕ws, yours.

PHONETIC LIST NO. 3.

LENGTH LIMIT: SAME AS FOR LIST NO. 2.

NEW PHONOGRAMS: ī and ȳ.

∕ȳ∕, ∕ȳ∕s, ∕ȳing, fī∕, fīf∕, fīf∕s, fīfing, fīl∕, fīl∕s, fīling, fīn∕, fīr∕, fīr∕s, fīring, flȳ, flī∕s, flȳing, flȳ's, frȳ, frī∕s, frȳing, fȳ, ∖knīf∕, lī∕, lī∕s, līf∕, līm∕, līn∕, līn∕s, līning, lȳing, mīl∕, mīl∕s, mīn∕, mīr∕, mȳ, nīn∕, nīn∕s, rīs∕, rīsing, rȳ∕, sīg∖, sīg∖ing, sīg∖s, sīgn, sīgning, sīgns, slȳ, ∕wrȳ.

PHONETIC LIST NO. 4.

LENGTH LIMIT: SAME AS FOR LIST NO. 2.

NEW PHONOGRAMS: k and t (as terminals).

(*Also a number of additional sight-words used in the Reader before the introduction of these phonograms.*)

ant, ants, beąk, beąks, beąm, beąming, beąms, beąn, beąns, beąt, beąting, beąts, become, becomes, beȩ, beȩs, beȩf, beȩt, beȩtlȩ, beȩts, being, didn't, ēąst, fēȩt, font, heąt, heąting, heąts, lākȩ, lākȩs, lēąk, lēąking, lēąks, lift, mate, mates, meȩt, meȩting, meȩts, mint, mītȩ, mītȩs, musk, must, notȩ, notȩs, ōąk, ōąks, ōąt, ōąts, rākȩ, rākȩs, rāking, rust, rusting, rusts, sākȩ, sākȩs, seek, seeking, seeks, sheȩt, sheȩting, sheȩts, sift, silk, silks, slēȩk, sniff, sōąk, sōąking, sōąks, sweȩt, sweȩtȩn, sweȩts, swing, swinging, swings, weąk, weąkȩn, weąkȩning, weąkȩns, weȩk, weȩks, winging, ẏrītȩ, ẏrītȩs, ẏrīting, ẏrōtȩ.

PHONETIC LIST NO. 5.

LENGTH LIMIT: FOR WORDS ENDING WITH ER, ERS, ING, INGS, *OR* S, *FOUR PHONOGRAMS; FOR OTHER WORDS, THREE.*

NEW PHONOGRAMS: er and ers (as terminals).

(*Also a number of additional sight-words used in the Reader before the introduction of these phonograms.*)

Pronounce the above phonograms like *ir* and *irs* in *sir* and *sirs*.

answer, answering, answers, beater, beaters, beetles, Easter, eater, eaters, fatter, feeler, feelers, fifer, fifers, fighter, fighters, finer, fitter, fitters, folder, folders, flatter, flyer, flyers, friends, hearer, hearers, inner, kinder, knitter, knitters, lamer, later, layer, layers, leaner, lender, lenders, lifter, lifters, lifting, lifts, lighter, lighters, litter, littering, litters, lower, lowering, lowers, maker, makers, manner, manners, matter, matters, meaner, mender, menders, milker, milkers, miller, millers, molder, molders, mower, mowers, nearer, neater, older, owner, owners, raker, rakers, ratter, ratters, ringer, ringers, roller, rollers, rower, rowers, safer, sailer, sailers, sender, senders,

sifter, sifters, sifting, sifts, singer, singers, slates, slighter, slōwer, slȳer, smaller, smothering, smothers, sniffing, sniffs, sōrer, sōwer, sōwers, supper, suppers, sweeter, thinker, thinkers, upper, uppers, weaker, wetter, wringer, wringers, wrīter, wrīters.

PHONETIC LIST NO. 6.

LENGTH LIMIT FOR THIS AND ALL SUCCEEDING LISTS: FOUR PHONOGRAMS.

NEW PHONOGRAMS: ŏ and ck.

(*Also a number of additional sight-words used in the Reader before the introduction of these phonograms.*)

ācorn, beforé, befriend, belief, belōw, corner, cornering, corners, corning, daylight, fāint, fēast, flākė, flāmė, flēėt, flint, flōat, flŏck, flōor, flōwn, fŏllōw, frāmė, Frīday, frŏck, horse-flȳ, knŏck, knŏcker, knŏckers, knŏcking, knŏcks, knot, knots, knotting, lēast, lŏck, lŏcking, lŏcks, lŏss, lŏst, lŏt, lŏts, minnōws, mŏck, mŏcker, mŏckers, mŏcking, mŏcks, mŏrrōw, mŏss, mōst, ŏff, ŏffend, ŏffer, ŏffering, ŏffers, ŏffėn, ŏffėner, Ŏtŏ,

Ŏtt̸ō's, rŏck, rŏck er, rŏck ers, rŏck ing, rŏcks, Rŏll̸ō, rŏt, rŏts, rŏtt̸ėn, rŏtt̸ing, slēėk, slēėt, slīmė, smeár, smeár ing, smeárs, smīlė, smōkė, snākė, snēák, snorė, snor ing, snorės, sŏck, sŏcks, sŏft, sŏft̸ėn, sŏrr̸ōw, suppōsė, up rōár.

PHONETIC LIST NO. 7.

New Phonogram: p (as a terminal only).

āpė, heáp, heáp ing, heáps, lamp, lamps, lēáp, lēáp er, lēáp ing, lēáps, lŏp, lŏpping, lŏps, mŏp, mŏpping, mŏps, mōpė, mōpės, mōp ing, ōpėn, ōpėn er, ōpėn ers, ōpėn ing, ōpėn ings, ōpėns, rēáp, rēáp er, rēáp ers, rēáp ing, rēáps, rīpė, rīpėn, rīp er, rŏmp, rōpė, rōpės, rōp ing, sheėp, sheėp's, slēėp, slŏp, slōpė, snīpė, sōáp, sōáp ing, sōáps, sŏp, sŏpping, sŏps, stoop, stoop ing, stoops, sweėp, sweėp er, sweėp ers, sweėp ing, sweėps, weėp, weėp er, weėp ers, weėp ing, weėps.

PHONETIC LIST NO. 8.

p and t anywhere; also pl, pr, and tr.

(*Also a number of additional sight-words from the Primer.*)

Before the *new* compound phonograms, pl, pr, and tr, introduced in this list, are memorized or used in words, their pronunciation should be determined *by the scholars themselves.*

arm pit, But ler, but ter, but ting, but ton, but tons, but ts, farm, farm er, farm ing, farms, handl, handls, hand ling, pail, pails, pā in, pā in ing, pā ins, pā int, pāl, pāl er, pan, pans, panel, pānd, pānds pāper, pāpers, pāst, pat, pats, patter, patter ing, patters, patting, pāy, pāyer, pāyers, pāying, pāys, pēa, pēas, pēasd, pēel, pēel er, pēel ers, pēel ing, pēels, pēep, pēep er, pēep ers, pēep ing, pēeps, pēepl, pīd, pīds, pīld, pīlds, pīl ing, pill, pills, pin, pin ning, pins, pīnd, pīn ing, pīnds, pīpd, pīp er, pīp ers, pīpds, pīp ing, pit, pits, pitting, plā in, plan, plan ning, plans, plānd, plant, plate, plates, platter, platters, play er, play ers, play ing, pleat, pleat er, pleat ers, pleat ing, pleats, plŏt, pōkd, pōk er, pōk ers, pōkds, pōk ing, pōld, pōlds, Pŏll, Pŏlls, pŏp, pŏpper, pŏppers, pŏpping, pŏps, pōrk, pōst, pŏt, pŏtter, pŏtters, pŏting, pots, pōr, pōr ing, pōrs, pout, pout er,

pouters, pouting, pouts, prā/s¢, Pratt, Pratt's, prā/, prā/er, prā/ers, prā/ing, prā/s, prŏp, pup, pups, slē¢p, span, span/ing, spans, spat, spats, spatter, spatters, spatting, spē¢k, spē¢r, spend, spending, spends, spī¢s, spīk¢, spill, spilling, spills, spilt, spin, spin/er, spin/ers, spin/ing, spins, spīr¢, spit, spits, spitting, spitt/l¢, spīt¢, spōk¢, spŏt, spout, spouting, spouts, spȳ, spȳing, stā/n, stāk¢, stāl¢, stall, stalls, stam/er, stam/ers, stamp, stand, standing, stands, stā/, stā/ing, stā/s, st¢āk, stē¢l, stē¢m, stē¢l, stē¢r, stiff, stiff¢n, stiffer, still, stiller, stŏck stōn¢, stōl¢, stŏp, stōr¢, tail, tails, taken, tāl¢, tāl¢s, tall, taller, tām¢, tāmer, tāmers, tām¢s, tāming, tan, tan/er, tan/ers, tan/ing, tans, tāp¢, tāper, tāpers, tāp¢s, tāst¢, tatter, tatters, tatt/l¢, tē¢a, tē¢as, tē¢as¢, tē¢asing, tē¢am, tē¢ams, tē¢ar, tē¢ars, tend, tender, tending, tends, t/ēr, t/ērs, tī¢, tī¢s, tight, tight¢n, tighter, till, tīm¢, tīm¢s, tin, tin/er, tin/ers, tin/ing, tins, tīn¢, tīn¢s, tīr¢, tīr¢s, tīring, tō¢st, tō¢, tō¢ing, tō¢s, told, Tŏm, Tŏm's, tōn¢, tōn¢s, tŏp, tŏpp/l¢, tŏps, tōr¢, tōrn, tŏss/, tŏss/er, tŏss/ing, tŏt, tŏtter, tŏtters, tŏtt/l¢, trā/n, trā/, trā/s, treat, trē¢, trē¢s, trīp¢, trill, trilling, trills, trȳ, trī¢s, trȳing, tuss/l¢, twill, 'twill, twilling, twills, tȳing.

PHONETIC LIST NO. 9.

c and k anywhere; also cl and cr.

(*Also a number of additional sight-words from the Primer.*)

Before the *new* compound phonograms, cl and cr, introduced in this list, are memorized or used in words, their pronunciation should be determined *by the scholars themselves.*

āc(ḥ)ḍ, āc(ḥ)ḍs, āc(ḥ)ing, ācḍ, ācḍs, call, call er, call ers, call ing, calls, cāmḍ, camp, camp ing, camps, can, can(ḥ)ing, cans, candlḍ, candlḍs, cānḍ, cānḍs, cān ing, cāpḍ, cāper, cāpers, cāpḍs, cāsḍ, cat, cats, cat's, cats', catt(ḥ)ḍ, clā(ḥ)m, clam, clatter, clatters, clāẏ, clēan, clēar, clīmb, cling, cling ing, clings, clōak, clŏck, clōsḍ, clōsḍ, clover, cōal, cōast, cōat, cōats, cōcōa, cŏffēḍ, cŏffin, cōkḍ, cold, cold er, colds, cōlt, cōmb, cōmbing, cōmbs, cŏm(ḥ)n, cŏpper, cōrḍ, cōrḍs, cōr ing, cŏst, cŏt, cŏts, cŏt(ṯ)n, cram, cram(ḥ)ing, crams, cramp, crānḍ, Crānḍ, crate, crēak, crēam, crēḍk, crēḍp, crōak, crŏck, crŏp, crŏssḍ, crōẇ, crōẇer, crōẇers, crōẇing, crōẇs, crust, Kate, Kate's, kēḍp, kēḍp er, kēḍp ers, kēḍp ing, kēḍps, kill, kill ing, kills, kit, kits, kitt(ṯ)n, kitt(ṯ)ns, kitt(ṯ)n's, kitt(ṯ)ns', over saw, over work, peach, preach, preach er, preach ing, reach, reach ing, saw ing, scālḍ, scamp, scant, scatter, scatters, scold, scold er, scold ers, scold ing, scolds, Scŏtt, see-saw, skate, skiff, skiffs, skill, skin, skin(ḥ)ing, skins, skȳ, skīḍs, teach, teach er, teach ing, who ever, whom, who's, whosḍ, whos ever, work er, work ers, work ing, work man.

WRITING AND SPELLING.

The teaching of writing and spelling should begin almost simultaneously with that of reading. Up to the time of the completion of the Primer, there should be no attempt at *oral* spelling, and the calling of letters by their names should be carefully avoided; for, until the scholars have become strong in the use of the letters as *phonograms*, their names prove stumbling-blocks in the reading.

The words used for writing and spelling should be presented, then, as wholes; and when it becomes necessary to direct attention to a particular letter, it should be designated as "this letter," "that letter," "the first letter," "the last letter," "the second letter," etc.

The following plan for the teaching of written spelling (writing and spelling), having produced most excellent results in connection with this method of teaching reading, is heartily recommended.

The teacher selects for the first lesson some very short and easy *sentence* that the children have already learned to read,— say, *I see.*[1] This she writes upon the blackboard over and over again in the presence of the scholars before she suffers them to copy it, calling attention each time to the place at which she begins, the direction in which she makes her strokes, etc.; so that, before the scholars try, they know quite definitely what they are to do.

She next requires them to copy and recopy the sentence until she finds by trial that they can reproduce it *without* copy.

She now sets them a new copy, containing the two words already used and one other that they have already learned to read,— say, *can*,— making the sentence, *I can see.* This they copy and recopy like the first sentence, until it is found by trial that they can reproduce it unaided by a copy. Proceeding in the same way, she gives them for their next copy, *I see a man;* for their next, *See me, man;* for their next, *See me eat;* and so on, until they have acquired a writing vocabulary of from eight to twelve words.

[1] Other selections will do as well as those used here.

Before teaching any more words, she makes as many *new* declarative and imperative sentences as possible with the words already acquired, no sentence containing more than four words, and has the scholars write them *from dictation.*

She then resumes the word-teaching process, using for her copies interrogative as well as declarative and imperative sentences, and teaching, of course, the use of the interrogation mark. Now, however, instead of presenting *one* new word at a time, she presents *two,* but without increasing sentence-lengths. For example, if, at this stage of the work, four words are deemed a proper length for the sentence, the make-up should be *two old* words with *two new* ones, *not three old* words and *one new* one: experience having proved that the length of the sentence remaining the same, two new words are acquired almost, if not quite, as quickly as one.

When a few additional new words (perhaps half-a-dozen) have been thus acquired, word-teaching again ceases for a short time, and is replaced by exercises in writing, from dictation, new sentences, both declarative and interrogative, made up of the words thus far learned.

The sentences used during the first half-year, whether for copy or dictation, should never exceed six words in length, and should attain this dimension only toward the end of that period.

Dictated sentences should be read to the scholars clearly and deliberately, no one being permitted to begin writing or even to look down at the slate or paper until the teacher has ceased to speak, and should *never* be repeated for inattentive or forgetful scholars. The only possible justification for repetition is an interruption (such as loud noise or the entrance of a stranger) that prevents attentive as well as inattentive scholars from catching the matter dictated.

In selecting material for the written work, good judgment will need to be exercised. At first, whatever the nature of the words employed, they should be composed of *short letters only* and should begin as far as possible with letters that are alike in both the capital and small letter form. After the first few weeks, however, no attempt should be made to grade the written spelling work from the standpoint of penmanship. The faults in the latter should be corrected by means of *separate* exercises or drills.

The words chosen for spelling should all be taken from matter previously read. That is, they should be words that the children already know by sight. The main consideration in the choice of a word should be its usefulness, the most useful words being those from which the largest number of sentences can be formed. These are not confined to any one or two parts of speech, but have numerous representatives in every one. Among the words selected a few of the homonyms should find places. No one of these should ever be presented to the children except in such connection with other words as will absolutely ensure the proper association of meaning with form (spelling). On no account should both members of a pair of homonyms be taught together. The scholars should be confirmed in the correct use of one by weeks of practice before the other is presented. Above all to be avoided, is the pernicious practice of using both members of a pair in one and the same sentence: a practice that even with older scholars leads to the most deplorable confusion.

The sentence method above described for written spelling is the only *good* method for beginners. At first it is slow, and, unless the teacher is prepared to be patient, discouraging. The teaching of the first little sentence will consume much of her time and energy. The progress of the children, however, after they have gathered a little impetus, will compensate her many times for her first trials. Many teachers in Brooklyn who formerly taught written spelling by the use of single words, with but indifferent success, now accomplish during the first half-year, upwards of a hundred and fifty words.

SECOND HALF-YEAR'S WORK.

COMBINED SIGHT AND PHONETIC READING FROM THE FIRST READER, WITH AUXILIARY EXERCISES TO STRENGTHEN AND PERFECT THE WORK.

Three lines of work are to be separately practiced every day: —

1. Reading from the First Reader.
2. Drill on the Phonograms.
3. Drill on the Blend.

1. The Book-reading.

The directions given for Book-reading in the "Third Stage" of the "First Half-year's Work," apply to the second Half-year's Work throughout. The following additions to them are valuable and should be carefully observed.

In the special phonetic preparation (see p. 15) made for each lesson in the First Reader, it will be sufficient to drill upon those phonetic words that contain *more than three* phonograms each. These, however, should be read by their phonograms, again and again, before the lesson itself is attacked.

The sight words introduced in the First Reader should, in the case of every group presented, be taught in script on the blackboard, and read by the scholars in many blackboard sentences, before the book lesson in which they occur is taken up.

The oral reading of every book lesson that is at all difficult, should be preceded by its silent reading, and this, to be made in the highest degree effective, should be accompanied by questioning and comment by the teacher. The questioning should not only deal *directly* with the text, but should also call for inferences, etc., by the scholars. For example: — *Teacher.* Was Jack a selfish or an unselfish boy? *Scholar.* He was a selfish boy. *Teacher.* How do you know? *Scholar.* Why, the book says that he always let his sister go for the milk. Here the teacher might appropriately make some brief comment to increase the interest in the lesson and correspondingly stimulate attention and effort.

Occasionally a lesson may strike the teacher as being very difficult for the little ones to understand. In such a case she should read the lesson aloud to the class in the most expressive manner possible, before the silent reading is done. This course, beside providing the pupils with good models of expression, will convey many a meaning to their minds that the mere *words* of the lesson would fail to convey.

In the directions for oral reading previously given, much stress was laid upon the necessity of never permitting a scholar to read a sentence until he is ready to do so without a break. Without scrupulous attention to this direction, you cannot hope to make your pupils thoughtful readers. The child who reads his sentence aloud, one word at a time, will reach the end, in many cases, without getting a vestige of the thought; while the one that reads to himself first, and then gives the sentence aloud without a break, gets the thought at the end, if he does not before. To accomplish this result, the best method is to have each scholar get his sentence ready, by reading it first to himself, and then require him to let the hand that holds the book drop to his side, and give the sentence aloud, without looking at the book. After the children have been exercised in this manner a few times, the very mistakes they make will attest the value of the method; for these will consist largely of substitutions for the words of the book of other words having *the same meaning.* The conclusion that the matter read is understood, thus becomes unavoidable.

The sentence lengths in the First Reader have been arranged with special reference to the employment of this method, the limit being only twelve words, so as to bring it within the ability of the average child to carry any sentence in the book.

2. The Drill on the Phonograms.

As already stated in a previous chapter, this must be continued daily throughout the course, and cover *all* the phonograms thus far taught. The necessity for keeping it up lies in the fact that while it is the foundation of the greater part of the reading, a foundation that all the scholars *must have,* there will be some in every class who, either from having been irregular in attendance or from having previously attended a school in which the Rational Method was not pursued, have not acquired a full knowledge of the phonograms.

When the whole number of phonograms thus far taught becomes too great for use in any single drill exercise, half the cards may be employed *at one exercise* and the other half at the next.

3. The Drill on the Blend.

The author has nothing to add here to the instructions given on page 15, which the teacher responsible for the Second Half-year's Work should read with great care. He would, however, say that the daily continuance of this exercise is vital to success, inasmuch as the sentence-reading alone does not afford half the phonetic practice required to produce the necessary expertness.

Note. — Directions for the teaching of Spelling during the second and third half-years, will be found at the end of the book.

LISTS OF PHONETIC WORDS

FOR USE IN BLEND DRILLS IN CONNECTION WITH THE READING DURING THE SECOND HALF-YEAR.

Thousands of phonetic words might be supplied for use during the second half-year; but the author has deemed it wise to restrict the number in each list after No. 21, to fifty. Should this number in any case prove insufficient, it may be largely increased by using in connection with the words given, any of the following suffixes for which the necessary phonograms have been previously taught: *ble, ed, el, en, er, ers, es, ful, gle, ing, ings, ish, le, less, ly, ness.* Suffixes, however, should in no case be employed when their use will increase the length of the word beyond six phonograms.

In the lists following No. 21, the compound phonograms ck and sh having become sufficiently familiar, are used without underscoring; and for the same reason where a double consonant, as *pp* or *ff*, occurs in the middle of a word, *neither* member is crossed out. A little care may be necessary in the latter case to prevent the scholars from getting the notion that each of the two members is to be sounded separately.

PHONETIC LIST NO. 10.

NEW PHONOGRAM: ă.

ăet, ăeting, ăets, Ălp̸an, Ălp̸an's, ărp̸ōw̸, ărp̸ōw̸s, ăster, ăsters, ăttăck, ăttend, ăttends, ăttending, căckl¢, căp, căps, căstl¢, crăck, făet, flăp, lăck, lăcking, lăcks, lăp, lăpping, lăps, mărp̸ōw̸, năp, năpping, năps, nărp̸ōw̸, păck, păcking, păcks, răck, răcks, răp, răpping, răps, săck, săcks, săp, slăp, smăck, snăp, stăck, tăck, tăcking, tăcks, tălp̸ōw̸, tăp, tăpping, tăps, trăck, trăp, w̸răp, w̸răpper, w̸răppers, w̸răpping, w̸răps.

PHONETIC LIST NO. 11.

NEW PHONOGRAMS: { ic / ick } and ip.

(Also a number of additional sight-words used in the Reader before the introduction of these phonograms.)

In presenting these phonograms, show that they begin alike, and that the first is *ic* because it ends with (the sound) c or ck, and the other is *ip* because it ends with (the sound) p. Before using them in words, drill the scholars well in distinguishing between them.

attic, attics, click, clicking, clicks, cŏlic, cŏmic, kick, kicker, kickers, kicking, kicks, lick, licking, licks,

mechanic, mice, nice, nick, nicking, nicks, Nick, Nick's, nickel, pick, picker, pickers, picking, picks, pickle, pickles, pickling, picnic, price, prick, pricker, prickers, pricking, prickle, pricks, rice, seller, sellers, selling, shallow, shallower, sick, sicker, sicken, sickle, slice, snicker, snickers, spice, stick, sticking, sticks, tick, ticker, tickers, ticking, ticks, tickle, tickler, ticklers, tickling, tickles, trice, trick, tricking, trickle, tricks, whenever, window, windows, clip, clipper, clippers, clipping, clips, crippled, lip, lips, nip, nipper, nippers, nipping, nips, pip, pips, pippin, pippins, rip, ripping, rips, ripple, ripples, rippling, sip, sipping, skip, skipper, skippers, skipping, skips, slip, slipper, slippers, slipping, slips, snip, snipping, snips, Tip, Tip's, tip, tipper, tippers, tipping, tips, tip-toe, trip, tripping, trips, triple.

PHONETIC LIST NO. 12.

New Phonograms: im and is (not is).

Present by the method suggested at the head of List No. 11.

Teach the children to distinguish between the second phonogram (pronounced *iss*) and the *word is*, by giving them to read a number of easy sentences in which *both* occur.

crimp, crimps, limp, limps, limp, limping, limps, mimic, mimicking, mimics, mistake, mistakes, mistaken, pimple, primer, primers, rim, rims, Sim, Sim's, simmer, simple, skim, skimmer, skimmers, skimming, skims, slice, slim, slimmer, spice, Tim, Tim's, trice, trim, trimmer, trimmers, trimming, trimmings, trims.

Assist, crisp, fist, fists, frisk, insist, kiss, kisser, kissers, kissing, lisp, lisping, lisps, list, lists, listen, listener, listeners, listening, listens, Miss, miss, missing, mist, Mister, pistol, risk, risking, risks, sister, sisters, sister's, sisters', wrist, wrists.

PHONETIC LIST NO. 13.

NEW PHONOGRAM: W.

(*Also one additional sight-word used in the Reader before the introduction of this phonogram.*)

The *real* sound of this phonogram cannot be given alone. It is that peculiar slide or twist that occurs between long *oo* and any other vowel sound when we attempt to pass from one to the other without stopping. Thus: o͞oĕt, o͞oāw, etc., etc. We therefore teach the children to call it o͞o and, in words, to smother or shorten the vowel part, to the point of suppression.

hour, hours, flour, flouring, flours, sour, souring, sours, scour, scouring, scours, swam, swift, swim, swimmer,

swimmers, swimming, swims, swīnǫ, swōrǫ, twice, twin, twins, twīnǫ, wāfer, wāfers, wail, wailing, wails, wāit, wāiter, wāiters, wāiting, wāits, wāist, wākǫ, wākǫn, wākǫs, wāking, wall, walls, wāstǫ, wick, wicks, wicker, wīfǫ, wīfǫ's, wilt, wilting, wilts, win, winner, winners, winning, winnings, wins, wīnǫ, wīnǫs, winter, winters, wīpǫ, wīper, wīpers, wīpǫs, wīping, wīrǫ, wīrǫs, wīring, wīsǫ, wīser, wisp, wisps, wōkǫ, wōrǫ, wōrn.

PHONETIC LIST NO. 14.

New Phonograms: ĕ, est, less, and ness.

After teaching ĕ, write *est, less,* and *ness* on the blackboard, mark them thus: ĕst, lĕsṣ, nĕsṣ, and have them read. Finally have them committed as wholes without marks.

armless, ărrest, căpless, coldest, coldness, crest, cresting, crests, ēarless, ĕat, ĕchō, ĕchōǫs, ĕchōing, Ellĕn, Ellĕn's, ĕlsǫ, endless, ĕnter, Esther, fatness, fattest, fēarless, fĕll, fĕllōw, fĕlt, fester, festering, festers, fīnest, flattest, fŏrest, frēest, friendless, frĕt, fussĕs, honest, illness, kĕnnǫl, kĕpt, kĕttlǫ, kindest, kindness, kissĕs, knĕlt, lāmǫness, lāmest, lateness,

lāt est, late ness, lēȧf less, lēȧn est, lēȧn ness, lĕȧnt, lĕft, lĕmǿn, lĕnt, Lĕnt, less, less er, lessǿn, lest, Lester, lĕt, lĕtt̸er, lĕtt̸ing, lĕts, light est, light ness, līfǿless, like ness, lŏck less, lōẘest, lōẘness, meȧn est, meȧn ness, mĕȧnt, mĕl̸lōẘ, mĕlǿn, mĕlt, mĕn, mĕn's, mĕsȿ, mĕt, mĕtȧl, missȿĕs, mother less, mussȿĕs, nēȧr est, nēȧr ness, neat est, neat ness, nĕck, nĕcks, Nĕl̸, Nĕl̸'s, nest, nest ing, nĕstl̸ǿ, nests, nĕt, nĕtt̸ing, nĕts, new est, new ness, old est, pāi̯n less, pāl est, pālǿness, pānǿless, peachĕs, pĕck, pĕck ing, pĕcks, pĕlt, pĕn, pĕns, pĕþþer, pĕþþers, pest, pester, pester ing, pests, pĕt, pĕts, pĕtt̸ing, prĕssȿ, Prestǿn, rāi̯n less, reachĕs, rest, rest ing, rests, rim less, rīp est, rīpǿness, sāf est, săp less, sǿĕnt, sēȧm less, seat less, sĕlf, sĕl̸l̸, sĕl̸l̸er, sĕl̸l̸ers, sĕl̸l̸ing, sĕl̸l̸s, sĕnsǿ, sĕnt, sĕt, sĕtt̸er, sĕtt̸ers, sĕtt̸ing, sĕttl̸ǿ, sĕts, sick est, sick ness, slight est, slight ness, slimmest, slim ness, slōẘest, slōẘness, slȳ est, slȳ ness, small est, small ness, smĕl̸l̸, sōr est, sōrǿness, sour est, sour ness, spĕl̸l̸, stĕm, stĕp, stiff est, stiffness, still est, still ness, swĕȧt, tall est, tām est, tāmǿness, teachĕs, tēȧr less, tell er, tell ers, tĕn, tĕns, tĕnt, test, test ing, tests, tight est, tight ness, tīrǿless, trēǿless, trimmest, trim ness, weȧk est, weȧk ness, wĕnt, wĕpt, West, Westǿn, wĕtt̸est, wick less, wing less, wīs est,

wīsnėss, wrĕn, wrĕns, wrĕn's, wrĕck, wrĕcking, wrĕcks, wrĕstlė.

PHONETIC LIST NO. 15.

NEW PHONOGRAM: d (as a terminal only).

Teach effect, not separate sound. Put fill and filld on the blackboard, and call attention to the difference in appearance and the corresponding difference in sound. Then write call and calld, and let the scholars try to name the latter. Repeat the process with other known words.

ailėd, āimėd, armėd, buttered, buttonėd, called, cānėd, clăd, cōmbėd, cōrėd, cornėd, cornered, crīėd, crōwėd, ēasėd, ĕchōėd, ėyėd, failėd, fannėd, farmėd, fēarėd, fĕlldėd, festered, fīlėd, filldėd, flouredd, flōwėd, fōamėd, frēėd, frīėd, frilldėd, handldėd, healdėd, knēėldėd, killdėd, lāid, lāmėd, lēanėd, līėd, lightenėd, listenėd, lōanėd, lōwėd, mādė, mailėd, mīrėd, mōanėd, mōwėd, nailėd, nāmėd, one-armėd, ōpenėd, ōwėd, ōwnėd, pāid, pāinėd, pēėldėd, pĕnnėd, pestered, pīlėd, pīnėd, pinnėd, playėd, pōured, prāyėd, rāinėd, rāisėd, rĕad, rēarėd, rōamėd, rōarėd, rōdė, rōlldėd, rōwėd, rustldėd, sailėd, sawėd, scouredd, sēaldėd, sēamėd, seemėd, sīghėd, sīgnėd, simmered, sinnėd, skimmėd, skinnėd, snowėd, sōarėd, sōlėd, sold,

sourɸd, sōẇɸd, spillɸd, stāȷd, swellɸd, tāmɸd, tanɲɸd, tēȧṣɸd, tickleɸd, tīɸd, tīrɸd, tittererɸd, tōɸd, told, tōlɭɸd, trīɸd, trillɸd, trimɱɸd, trŏd, wailɸd, wallɸd, weȧkɸnɸd, weȧnɸd, wingɸd, wīrɸd.

fādɸ, fīnd, in sīdɸ, kind est, lăd, lăddɸer, lăddɸers, lēȧd, lĕȧd, lēȧd er, lēȧd ers, lēȧd ing, lēȧds, lōȧd, lōȧd ing, lōȧds, măd, măddɸest, māȷd, māȷds, māȷdɸn, mīld, mīnd, nēɸd, păd, pădɸding, pădṣ, pădɸlɸ, plăȷd, prīdɸ, rēȧd, rēȧd er, rēȧd ers, rēȧd ing, rēȧds, rīdɸ, rīd er, rīd ers, rīdɸṣ, rīd ing, rīnd, rōȧd, săd, săddɸest, săddɸn, săddɸer, sīdɸ, spādɸ, spēɸd, stēɸd, swōrd, tīdɸ, tōȧd, trĕȧd, wādɸ, wād er, wād ers, wādɸṣ, wād ing, weɸd, weɸd er, weɸd ers, weɸd ing, weɸds, wĕddɸing, who'd, wīdɸ, wīdɸn, wīd er, wīd est, wīld, wīnd.

PHONETIC LIST NO. 16.

New Phonogram: d̄. (Pronounced exactly like *t*.)

(*Also a number of additional sight-words used in the Reader before the introduction of this phonogram.*)

āchɸd̄, cākɸd̄, cŏckɸd̄, fīfɸd̄, fusṣɸd̄, had n't, heȧpɸd̄, iced̄, kickɸd̄, kisṣɸd̄, knŏckɸd̄, lăckɸd̄, lăppɸd̄, lēȧkɸd̄,

lēȧpȩd, lickȩd, līkȩd, limpȩd, lŏckȩd, lŏppȩd, milkȩd, mimickȩd, missȩd, mŏckȩd, mōpȩd, mŏppȩd, mussȩd, nippȩd, over lookȩd, over workȩd, păckȩd, pĕckȩd, pickȩd, pōkȩd, pŏppȩd, preachȩd, pricēd, rākȩd, răppȩd, reachȩd, rēȧpȩd, rinsȩd, rippȩd, rŏckȩd, sippȩd, slicēd, sniffȩd, sōȧkȩd, spicēd, suppȩd, tăckȩd, tăppȩd, tickȩd, tippȩd, tŏssȩd, 'twould, wākȩd, wīpȩd, workȩd, wouldn't, ẏrăppȩd, ẏrĕckȩd.

PHONETIC LIST NO. 17.

NEW PHONOGRAM: ed. (Pronounced *ĕd.*)

(*Also a number of additional sight-words used in the Reader before the introduction of this phonogram.*)

ăṙrested, ăṫtended, buṫted, crested, Ed, ended, fāded, fed, fiṫted, fled, folded, Fred, handed, heȧted, home-mādȩ, home-sick, ḳnoṫted, landed, led, lifted, lighted, lōȧded, māted, maṫted, medȧl, meddlȩ, mended, molded, Ned, nēȩded, nĕṫted, pădded, paṫted, pedȧl, peddlȩ, peṫted, piṫted, pŏṫted, pouted, red, reddȩn, redder, reddest, rested, rŏṫted, rusted, sanded, seolded, seated, sīded, sifted, sled, sped, tended, tilted, tested, tinted, wāded, wāṫted, weȩded, wedding, weren't, wicked, wickedest, wilted.

PHONETIC LIST NO. 18.

NEW PHONOGRAM: ç.

çēȧsȩ, çēȧsȩd, çēȧsȩless, çēȧsing, Çēçil, çēȷl, çēȷlȩd, çēȷling, çēȷlings, çēȷlṣ, çĕlȷ, çĕlȷṣ, çĕnt, çīder, Çȳrus, fāçȩ, fāçȩd, fāçing, fĕnçȩ, fōrçȩ, īçĕṣ, īçing, īçiclȩ, lāçȩ, lāçȩd, lāçing, māçȩ, minçȩ, minçȩd, minçing, nīçer, nīçest, nīçȩness, nȷ̄ēçȩ, pāçȩ, pāçȩd, pāçer, pāçers, pāçing, pēȧçȩ, pĕnçȩ, pȷ̄ēçȩ, pȷ̄ēçȩd, pȷ̄ēçing, pinçers, prinçȩ, rāçȩ, rāçȩd, rāçer, rāçers, rāçing, sinçȩ, spāçȩ, trāçȩ, winçȩ, winçȩd, winçing.

PHONETIC LIST NO. 19.

NEW PHONOGRAMS: ŭ and un.

clŭck, crŭmƀ, cŭd, cŭdṣ, cŭddlȩ, cŭff, cŭffȩd, cŭffing, cŭffs, cŭt, cŭtter, cŭtters, cŭtting, cŭttings, cŭttlȩ, fun, funnȩl, fŭrrōw, knŭckle, lŭck, lŭmp, mŭd, mŭff, mŭffle, mŭffs, mŭffin, mŭtter, mŭtton, nŭmƀ, nŭmƀing, nŭmƀness, nŭmƀṣ, nŭt, nŭts, nŭtting, plŭck, plŭm, pŭcker, pŭckers, pŭddlȩ, pŭff, pŭffȩd, pŭffing, pŭffs,

pŭlsɸ, pŭmp, rŭddɸer, rŭfflɸ, run, runɸer, runɸers, runɸing, runs, rŭm, scŭd, scŭds, scŭddɸing, scŭm, skŭllɸ, smŭt, snŭffɸ, spun, stŭck, stŭd, stŭffɸ, stun, stunɸɸd, stunɸing, stuns, stunt, sŭck, sŭckɸd, sŭcking, sŭcks, sŭddɸn, sŭds, sŭffer, sŭffers, sŭm, sŭms, sŭmmɸer, sŭmmɸers, sun, sunɸɸd, sunɸing, sunless, suns, swŭm, tŭck, tŭckɸd, tŭcker, Tŭcker, tŭcking, tŭcks, tunɸɸl, tunɸɸls, unbeɸtɸn, unbutɸɸn, unbutɸɸnɸd, unending, unfed, unfit, unkind, unkinder, unkindest, unkindness, unlāçɸ, unless, unlōɸd, unlŏck, unmādɸ, unpăck, unpāɸd, unpin, unpinɸɸd, unpinɸing, unpins, unrōllɸ, unsāfɸ, unseen, unthinking, untīɸ, untīɸd, untīɸs, until, untying, unwell.

PHONETIC LIST NO. 20.

New Phonograms: sh and ish.

ăsh, ăshĕs, eăsh, clăsh, crăsh, crŭsh, ɸyɸlăsh, finish, finishɸd, finishing, fish, fishɸd, fishĕs, fishing, Fisher, Fisher's, flăsh, flĕsh, flŭsh, frĕsh, Īrish, lăsh, lăshɸd, lăshing, măsh, măshɸd, măsher, măshers, măshing, mŭsh, pĕtɸish, plăsh, plŭsh, Pōlish, pŏlish, punish,

punishɸd̄, punishing, rădish, răsh, rĕdɸish, rĕlish, rŭsh, rŭshɸd̄, rŭshing, shăd, shădōẇ, shādɸ, shāded, shādɸs, shāding, shādɸless, shākɸ, shākɸn, shāker, shākers, shākɸs, shāking, shăl/, shallōẇ, sham, shamɱɸd, shamɱing, shamṣ, shāpɸ, shāpɸd̄, shāpɸs, shāping, shatʇer, shed, shedɸing, shedṣ, sheɸpish, shĕlf, shĕl/, shĕl/ɸd, shĕl/ing, shĕl/ṣ, shīɸd, shʃēld, shīɸṣ, shift, shifted, shifting, shifts, shin, shinṣ, shīnɸ, shīner, shīners, shīnɸṣ, shining, ship, shipp/ing, ships, shōɸl, shōɸlṣ, shŏck, shŏckɸd̄, shŏcking, shŏcks, shŏd, shōnɸ, shŏp, shŏpp/ɸd̄, shŏpp/er, shŏpp/ers, shŏpp/ing, shŏps, shōrɸ, shōrɸṣ, shōrn, shŏt, shŏts, shōẇ, shōẇɸd, shōẇing, shōẇn, shōẇṣ, shŭck, shŭcks, shŭdɸder, shŭdɸders, shŭffl/ɸ, shun, shunɱɸd, shunɱing, shunṣ, shŭt, shŭtʇing, shŭts, shŭtʇer, shŭtʇers, shŭtʇl/ɸ, shȳ, shȳer, shȳest, shȳing, skitʇish, slŭsh, Spanish, trăsh, wish, wishɸd̄, wisher, wishers, wishĕṣ, wishing.

PHONETIC LIST NO. 21.

New Phonogram: v.

Sound by placing the lower lip against the upper teeth and forcing the *voice* strongly but not suddenly between.

ăd vīçɸ, an vil, can vȧs, cāvɸ, cāvɸd, cāvɸs, cāv ing, clōvɸ, crāvɸ, ēȧvɸs, Ēvɸ, ēvɸn, ēvɸn ing, ēvɸn ings, ēvil, fēver, fēvers, fīvɸ, fīvɸs, insīdɸ, insist, invītɸ, Ī'vɸ, Īvɸs, ƙnīvɸs, lēȧvɸ, lēȧvɸs, lēȧv ing, lēȧv ings, lĕvɸl, līvɸ, līvɸs, lōȧvɸs, ōvȧl, ōvȧls, pāvɸ, pāvɸd, pāvɸs, pāv ing, pēɸv ish, răvɸl, rōvɸ, rōvɸd, rōvɸs, rōv ing, Rōv er, Rōv er's, sāvɸ, sāvɸd, sāv er, sāv ers, sāvɸs, sāv ing, sāv ings, sĕvɸn, shāvɸ, shāvɸd, shāv er, shāv ers, shāvɸs, shāv ing, shāv ings, slēɸvɸ, stōvɸ, un ēvɸn, vail, vails, vāi̯n, van, vans, van ish, vāsɸ, vēȧl, vend, vend ing, vend er, vends, vĕsṡɸl, vest, vīnɸ, vīnɸs, vōtɸ, vōt ed, vōt er, vōt ers, vōtɸs, vōt ing, wāvɸ, wāvɸd, wāvɸs, wāv ing, weȧvɸ, weȧv er, weȧv ers, weȧvɸs, weȧv ing, we'vɸ, wīvɸs, wōvɸ, wōvɸn.

PHONETIC LIST NO. 22.

New Phonograms: ĭ, ў, ly.

To teach the sound represented by ĭ, write the word *it* on the blackboard thus: *i*————*t*, and make sure that the scholars knows what it is. Then require them to pronounce it *as written*, helping them by placing the pointer on the *i* for them to begin, and sliding it slowly to the *t*, which they are not to pronounce until the pointer reaches it. If necessary, show them by doing the thing required, yourself. The long break between the two sounds will cause the ĭ to come out distinctly.

Now require the scholars to try the sound without seeing the word *it*, but instruct them that whenever they see the character ĭ, they must remember that it always stands for the first sound in that word.

The *sound* once mastered, there will be no trouble in teaching y̆ as an additional representative of it.

Teach ly by first presenting it marked thus: lў. Then put *late* and *lately* (without marks) on the blackboard, and call attention to the difference in appearance and the corresponding difference in sound. Write another well-known word. Have it read. Add ly. Ask what it is now. Repeat the process with other words. Insist always upon the ly being pronounced very crisply and not drawled out into a prolonged lē.

See remark on the use of suffixes on page 35.

ăetĭv¢, ăll¢ў, ĕărrў, çĕlerў, çitў, eŏpў, downў, ē¢şĭly, ē¢şў, everў, famĭly, fr¡endly, frŏstў, funnў, īvў, kĭd, kĭdnăp, kindly, lately, lightly, lĭk¢ly, lilў, manly, mĕrrў, mĭddl¢, mŭddў, nē¢rly, neatly, nicely, ōnly, panşў, pĕnnў, pōnў, puppў, pŭttў, rāinў, rĭver, sandў, shīnў, sĭ¢v¢, silly, skinnў, slē¢pў, slīmў, slōẇly, smōkў, sŏftly, sŏrrў, stōrў, timĭd.

PHONETIC LIST NO. 23.

New Phonogram: ch.

See remark on the use of suffixes on page 35.

ăpprō¢ch, be¢ch, be¢ch, eă¢ch, eă¢ch up, chā¡n, chăp, chăpter, chās¢, chē¢p, cheat, chĕckers, chē¢k, chē¢ş¢,

chĕrrў, chĕsʃnŭt, chick, chʃēf, chīld, chilly, chimnʃў, chin, Chīnēsʃ, chip, chĭrrup, chŏp, chōrʃ, chŭcklʃ, cōʃch, crŭʃch, ĭʃch, kĭʃchʃn, lăʃch, măʃch, mischĭʃf, nŏʃch, ŏstrĭch, păʃch, pĭʃch, pōrch, punch, rĭch, Rĭchĭʃ, sandwĭch, Scŏʃch, scrăʃch, stĭʃch, swĭʃch, tōrch, tʃŭch.

PHONETIC LIST NO. 24.

d anywhere; also, dr.

Pronounce d, ụd, placing the tip of the tongue against the roof of the mouth *before* uttering the ụ, so as to compel the sound to come from the throat.

See remark on the use of suffixes on page 35.

Before the *new* compound phonogram dr, presented in this list, is memorized or used in words, its pronunciation should be determined by the *scholars themselves.*

candў, çīder, çinder, crādlʃ, çўlinder, dāʃsў, dĕʃd, dēʃr, dēçīdʃ, dĕck, dēʃp, dēʃr, dēlight, dĕntist, dēnў, dēpōʃ, dĕsk, dice, Dick, dīʃ, dīmʃ, dimplʃ, dip, dish, dismiss, dīvʃ, dĭvīdʃ, dŏmĭno, dōʃr, dōsʃ, dōʃgʃ, drēʃm, drĕss, drŏp, drōvʃ, drŭm, drў, dŭck, dust, īdlʃ, kindlʃ, lādў, lĭd, nēʃdlʃ, pŭddlʃ, rŭdder, shōʃlder, sŏlĭd, spīder, străddlʃ, stŭdў.

bāthϕ, be nēϕth, blăck smĭth, bōth, bŏth er, brĕϕth, brēϕthϕ, clŏth, clōthϕs, dĕϕth, ēϕther, fĕϕth er, fōϕrth, frŏth, heϕthϕn, lăth er, lĕϕth er, mŏth, nēϕther, nīnth, panther, sĕvϕnth, tēϕth, tēϕthϕ, tĕnth, thăϕch, thēater, thēsϕ, thick, thϕēf, thīgϕh, thim blϕ, thin, thistlϕ, thōrn, thōsϕ, thōϕghϕ, thrăsh, thrĕϕad, thrĕϕatϕn, thrēϕ, thrōϕat, thrōnϕ, thrōw, thrŭsh, thŭmϕb, thŭmp, thunder, thus un dernēϕth, wĕϕth er, wrēϕth, wrēϕthϕ.

PHONETIC LIST NO. 28.

New Phonogram: n.

Sounded by forcing the *voice* through the nose, with the mouth open and the fore part of the tongue kept down.

If you have difficulty in teaching your pupils this sound separately, write ăn on the blackboard and have it pronounced. Then change the form to ăn and tell the pupils that it is pronounced ang. Do the same with ĕn, ĭn, ŏn, and ŭn. Finally, mix all the forms ăn, ăn, ĕn, ĕn, ĭn, ĭn, ŏn, ŏn, ŭn, and ŭn irregularly, and drill the scholars in distinguishing them.

See remark on the use of suffixes on page 35.

alŏng, ănklϕ, băng, băn̲k, belŏng, blĭn̲k, bŭn̲k, chĭn̲k, chŭn̲k, clŭng, crăn̲k, dŏn̲kϕy̆, drăn̲k, drŭn̲k, Frăn̲k, gŏng, ĭn̲k, lĕngth, lĭn̲k, lŭng, ŏblŏng, pĭn̲k, plăn̲k, prăn̲k, pŭn̲k,

răn̲g̓, săn̲g̓, săn̲k, sĭn̲k, slĭn̲k, sŏn̲g̓, spăn̲k, spr̲ăn̲g̓, spŭn̲k, str̲ĕn̲g̓th, str̲ŏn̲g̓, str̲ŭn̲g̓, stŭn̲g̓, tăn̲k, th̲ăn̲k, tĭn̲k̲er, tĭn̲klȼ, tŏn̲g̓s̲, tr̲ŭn̲k, twĭn̲klȼ, ŭn̲elȼ, wĭn̲k, ẏrĭn̲klȼ, ẏrŏn̲g̓.

PHONETIC LIST NO. 29.

New Phonograms: ḡ, gl, and gr.

Pronounce ḡ ụg, making the ụ in the throat with the mouth open. See remark on the use of suffixes on page 35.

ăḡatȼ, a gr̲ēȼ, ăn̲ glȼ, an̲gr̲ў, băn̲ glȼ, be ḡin̲, bĭḡ, bŭḡḡў, dĭḡ, ēȧ glȼ, fĭḡ, fĭn̲ḡer, flăḡ, flŏḡ, frŏḡ, ḡāmȼ, ḡărrĕt, ḡăth er, ḡăs, ḡēȼsȼ, ḡift, ḡĭḡ glȼ, ḡim let, gl̲ăd, ḡold, ḡŏt, gr̲āi̯n, grand m̲other, gr̲āpȼ, gr̲āvў, gr̲āẏ, gr̲ēȼdў, gr̲ēȼn, gr̲ōẇ, gr̲ŭm blȼ, ḡẏĕss, ḡŭm, ḡun̲, ḡŭtt̲er, lŏḡ, mĭn̲ glȼ, mŭḡ, pĕḡ, pĭḡ, pŏpḡun̲, răḡḡed, shăḡḡў, shĭn̲ glȼ, sĭn̲ glȼ, stăḡḡ̲er, tăḡ, tăn̲ glȼ, tīḡ̲er, tĭn̲ glȼ, to ḡĕth er, tŭḡ, twĭḡ, ŭḡ ly, wăḡȼn, ẏrĭḡ glȼ.

PHONETIC LIST NO. 30.

NEW PHONOGRAMS: ġ and j.

Pronounce u̯j, placing the tip of the tongue against the roof of the mouth before uttering the u̯ so as to compel the sound to come from the throat.

See remark on the use of suffixes on page 35.

āġ∕, ānġĕl, ărrānġ∕, bă∕dġ∕, brĭ∕dġ∕, că∕bbaġ∕, cāġ∕, cărrĭ∕ġ∕, chānġ∕, cŏttaġ∕, c∕ŏŭraġ∕, dānġer, dŏ∕dġ∕, ĕ∕dġ∕, ĕnġĭn∕, frinġ∕, ġĕm, ġēnĭ∕, gĕntl∕, ġīant, ġinger-bread, ġĭrăff∕, jail, Jān∕, jĕ∕alŏus, jĕlly, jest, jĭnġl∕, jŏb, Jŏ∕hn, jōk∕, jŏst∕l∕, jŭ∕dġ∕, jŭg, jŭggler, jŭmp, just, măġic, ōblīġ∕, ŏranġ∕, păckaġ∕, pāġ∕, pĭġ∕ŏn, pŏrrĭ∕dġ∕, pōstaġ∕, săvaġ∕, slĕ∕dġ∕, stāġ∕, stinġy, strānġ∕, wĕ∕dġ∕.

PHONETIC LIST NO. 31.

NEW PHONOGRAMS: ą and ô.

See remark on the use of suffixes on page 35.

ąlmōst, ąlrĕ∕ady, ąl ways, ąu̯ger, ąu̯tumn∕, ąw̯ning, bąw̯l, becą∕u̯s∕, bôrder, bôrn, bô∕u̯gh∕t, brô∕ad, brô∕u̯gh∕t, cą∕u̯gh∕t,

chąlk, cląẇ, eôrd, eôrk, crąẇfish, crąẇl, dąɥghter, dąẇdlɸ, drąẇ, dwąrf, fąlsɸ, fąɥçĕt, fąɥlt, fôrm, fôɥght, Ġɸôrġɸ, ġnąẇ, jąẇ, nąɥght, ôɥght, pąẇ, rąẇ, rēwąrd, sąlt, sąɥçer, sąɥsaġɸ, seąld, shąẇl, shôrt, sôrt, stôrm, strąẇ-bĕrrў, tąlk, tąɥght, thąẇ, thôɥght, wąlk, wąr, wąrm.

PHONETIC LIST NO. 32.

New Phonograms: h and wh.

Pronounce wh, hoo, making the h *very strong.* In words shorten the oo to the point of suppression.

See remark on the use of suffixes on page 35.

awhīlɸ, be hāvɸ, be hīnd, bŭckwheat, hall, hăngɸ, hăppў, hăɥchĕt, hate, hąẇk, hāў-lŏft, hĕɸd, Hĕɸvɸn, hĕɸvў, hĕn, hickorў, hīdɸ, hīghɥ, hill, hingɸ, hīrɸ, hit, hold, hŏp, hôrn, hŏt, hŭg, hŭm, hunter, hŭrrў, hŭsh, hustlɸ, hŭt, hўēna, kēўhōlɸ, whālɸ, whąrf, wheat, whēɸl, whēɸl-bărrōẇ, whĭch, whīlɸ, whimper, whīnɸ, whip, whisk, whisper, whistlɸ, whītɸ, whittlɸ, ẇhōlɸ.

PHONETIC LIST NO. 33.

NEW PHONOGRAMS: ou and ow.

See remark on the use of suffixes on page 35.

ăllow, around, blouṣ, bough, bounç, brown, chowder, cloud, clown, couch, count, crowd, crown, crouch, drown, drowṣy, flounç, flounder, flower, fountain, fowl, ground, growl, hāymow, hŏt-houṣ, hound, houṣ, loud, mouṣ, mouth, night-gown, ounç, plough, pounç, pound, powder, proud, prowl, round, shower, slouch, sound, south, sunflower, thouṣand, towĕl, tower, trouṣers.

PHONETIC LIST NO. 34.

NEW PHONOGRAMS: o̤, ṳ, and e̤w.

See remark on the use of suffixes on page 35.

bălloo̤n, bo̤o̤t, bre̤w, bro̤o̤m, Brṳin, brṳiṣ, brṳnĕtte, brṳte, cano̤o̤, che̤w, cho̤o̤ṣ, co̤o̤, co̤o̤l, cre̤w, crṳĕl, dre̤w, fo̤o̤d, fo̤o̤lish, go̤o̤ṣ, gre̤w, grṳĕl, impro̤ve, Je̤w, je̤wĕl, mo̤ve, mo̤o̤nlight, po̤o̤dle, po̤o̤l, po̤o̤r, pro̤ve, prṳneṣ, ro̤o̤f, ro̤o̤m, ro̤o̤t, rṳbў, rṳde, rṳle, Rṳth, schoo̤l, scre̤w, sho̤o̤,

shǫǿt, slǫǿp, sǫǿn, sǫ́ǿp, spǫǿl, spǫǿn, stǫǿp, strę̇w, thrę̇w, trụant, trụ́ę, trụth, twǫ.

PHONETIC LIST NO. 35.

New Phonograms: ǫ, ụ, and ful.

See remark on the use of suffixes on page 35.

ąwful, băsh ful, bǫǿk, brǫǿk, bụllĕt, bụ́tcher, eǫǿkў, eǫ́ǿld, crǫǿk ed, eụckǫǿ, eụsh́ǿn, fąlsǿhǫǿd, fēą́r ful, fīrǿwǫǿd, fishhǫǿk, fǫǿt, hate ful, hĕlp ful, hǫǿd, hǫǿk, hǫǿp, mouth ful, notǿbǫǿk, pail ful, pĭtĭ ful, plate ful, play ful, pụdding, pụll, pụllĕt, pụllǿў, pụlpit, pụsh, pụss, right ful, scrăp bǫǿk, shǫǿk, shǫ́ǿld, skill ful, spītǿful, stǫǿd, thăn k ful, thôǿ́gh́t ful, tǫǿk, trụth ful, will ful, wǫlf, wǫman, wǫǿlĕn, wǫ́rst ed.

THIRD HALF-YEAR'S WORK.

COMBINED SIGHT AND PHONETIC READING FROM THE SECOND READER WITH AUXILIARY EXERCISES TO STRENGTHEN AND PERFECT THE WORK.

Three lines of work are to be separately practiced every day: —

1. Reading from the Second Reader.
2. Drill on the Phonograms.
3. Drill on the Blend.

1. The Book-reading.

This will be done in accordance with the directions given for Book-reading under the headings, "First Half-year's Work — Third Stage" (pp. 14 and 15), and "Second Half-year's Work" (p. 32).

It will be observed that, during the latter part of this half-year, the reading, except for words already learned, becomes almost wholly phonetic, the only *new* sight-words introduced being either words that cannot be phonetically marked, or words that contain six or more phonograms, and, as *phonetic* words, are, therefore, too difficult for the average child at this stage of his progress.

2. The Drill on the Phonograms.

This should be kept up not only during this half-year but through the fourth, fifth, and sixth half-years; and it should be the effort of the teacher, in every case, to have all her scholars, whatever their previous preparation (or lack of preparation) "well up in" the individual phonograms, before the end of the first month of the term, that they may thereafter work together without difficulty.

3. The Drill on the Blend.

This, also, should be kept up not only during this half-year, but through the fourth, fifth, and sixth half-years. In general, the *special phonetic preparation* already prescribed for each lesson, will cover the requirement under

this head; but whenever the number of phonetic words used in the said preparation falls below thirty, the difference should be made up by the use of additional phonetic words.

PHONETIC LIST NO. 36.

NEW PHONOGRAM: ä.

See remark on the use of suffixes on page 35.

älf, ärk, ärnt, bärber, bärgain, bärk, bärn, calf, cär, cärd, cärgo, cärpĕt, cärt, crōwbär, därk, därn, fär, father, gärter, hälf, härd, härk, härness, hcärt, lärd, hurrä, lärgc, läundrў, mammä, märblc, märch, märkĕt, papä, pärk, pärslcў, pärsnip, pärt, pärtў, päth, rhubärb, scär, scärf, scärlet, shärk, shärp, smärt, spärklc, stär, stärch, stärlight, stärvc, tärdў, tärget, tärt.

PHONETIC LIST NO. 37.

NEW PHONOGRAM: å.

Like ä, but less broad and pronounced more in the mouth.
See remark on the use of suffixes on page 35.

ădvånçc, åfter, alås, åsk, banänå, båskĕt, båss, Blånchc, blåst, bråndh, bråss, cåsk, cåster, chåff, chånçc, clåsp, clåss, dånçc, dråft, fåstcn, flåsk, Frånçc, gåsp, glånçc, glåss, gråsp, håsp, lånçc, låss, låst, måsk, måss, måst, måster, nåstў, overcåst, pånt, påss, påst, påstīmc, plåster, råft, råsp, slånt, ståff, tåsk, våst.

PHONETIC LIST NO. 38.

NEW PHONOGRAMS: ãr, ẽr, ẽar, ĩr, õr, and ũr.[1]

Pronounce like ir in sir or girl. These six characters, representing one and the same sound, may be taught almost as easily as one, if the attention of the scholars is called to the fact that every one begins with a wave-marked (~) letter and ends with an r.

See remark on the use of suffixes on page 35.

ăn e/hõr, bĩrth-day, bũrn, chũrch, chũrn, çĩrcl¢, çĩreus, eonçẽrt, eũrly, dēsẽrv¢, dĩrt, dŏetõr, ẽarly, ẽarn, ẽarth, fĩrst, fũrnaç¢, hẽard, hẽars¢, hũrt, j¢ũrn¢ў, kẽrn¢l, lantẽrn, lẽarn, môrtãr, mustãrd, ôrchãrd, pärlõr, pattẽrn, pẽarl, pẽrch, pẽrfĕet, pŏplãr, pũr, pũrpl¢, pũrs¢, sailõr, sẽrv¢, çĕllãr, se/hŏlãr, sẽarch, sĩr, skĩrt, stĩr, tailõr, thĩrd, thĩrstў, thĩrtē¢n, thĩrtў, Thũrsday, tō¢ãrd, tũrk¢ў, tũrn, tũrnip, tũrtl¢, wõrd, wõrld, wõrm, wõrst, wõrth.

[1] Most lexicographers maintain that the sound of *u* before *r* differs from that of *i* or *e* in the same position. So far as the people of this country are concerned, the author respectfully dissents from that opinion. He has listened for years to the speech of cultivated Americans, with the special object of deciding the point, and has found little or nothing to support the claims of the lexicographers. Almost every one gives exactly the same vowel sound in *term*, *firm*, and *turn*. In the use of any one of the combinations *er*, *ir*, and *ur*, however, *shades* of difference occur. For instance, few persons give exactly the same vowel sound in *sir* and *girl*. But these *shades* of difference it would be impossible to represent by different marking.

PHONETIC LIST NO. 39.

NEW PHONOGRAM: ȯ.

Pronounced exactly like ŭ.
See remark on the use of suffixes on page 35.

amȯn̲g̲, belȯved, bl̲ȯȸd, cȯlȯr, cȯmfȸrt, cȯmpass, cȯver, cȯvĕt, dis̲cȯver, dȯnȸ, dȯvȸ, flĕsh-cȯlȯr, flȯȸd, flȯȸrish, frȯnt, gl̲ȯvȸ, grandsȯn, hȯnȸў, hȯnȸў-cōmȸ, lȯvȸ, lȯvȸly, Mȯnday, mȯnȸў, mȯn̲kȸў, mȯnth, nȯnȸ, nȯthing, ȯvȸn, pôrpȯ́ȷsȸ, rēcȯver, shȯvȸ, shȯvȸl, sȯmersĕt, sȯn, spȯnġȸ, stĕpsȯn, stȯmaċȸ, thȯrōȸġȸ, tȯn, tȯn̲g̲ȸ, tūrtlȸdȯvȸ, uncȯver, undȯnȸ, wȯn, wȯnder, wȯnderful, wȯrrў.

PHONETIC LIST NO. 40.

NEW PHONOGRAMS: oi and oy.

Pronounce a̤ē, blending the two sounds closely.
See remark on the use of suffixes on page 35.

ahoy, annoy, ăppoint, avoid, boil, boisterȸus, broil, bṳoy, choiçȸ, coil, coin, dēstroy, doily, ĕmploy, ĕnjoy, g̃ŭmboil, hoist, join, joint, jointed, joist, joy, joyful, joyfully, loin, loiter, moist, noiṣȸ, noiṣily, noiṣў, oil,

oilў, over joyɸd, oyster, pärboil, point, pointer, poiṣon, poiṣonɸus, rējoiçɸ, Roy, royal, sĭrloin, soil, spoil, tin-foil, toilet, toil, toilsome, toy, uncoil, voiçɸ, voyaġɸ.

PHONETIC LIST NO. 41.

New Phonograms: ū, ēw, and ure.

See remark on the use of suffixes on page 35.

abūṣɸ, ăccūṣɸ, amūṣɸ, ärḡūɸ, ăvenūɸ, bɸūtĭful, blēw, blūɸ, būglɸ, cūbɸ, cūpolà, cure, cūrĭɸus, dēw, dispūtɸ, dūring, dūtў, ĕndure, ēwɸ, failure, fēw, fĭgure, flūtɸ, fūneral, glūɸ, hūġɸ, Janüarў, Jūlў, Jūnɸ, mēw, mūçilaġɸ, mūlɸ, mūṣēum, mŭṣic, pàsture, pēwter, pēw, picture, plūmɸ, prōcure, pūpil, pure, rēfūṣɸ, sălūtɸ, statūɸ, stēw, stūpĭd, sūjt, tôrture, tūbɸ, Tūɸṣday, tūlip, tūnɸ, ūṣɸ, ūsɸful.

PHONETIC LIST NO. 42.

New Phonograms: âr, âir, êar, and êir.

These four characters, representing one and the same sound, may be taught almost as easily as one, if the attention of the scholars is called to fact that every one begins with a caret (^) marked letter and ends with an r.

See remark on the use of suffixes on page 35.

âir, arm-chair, bârɸ, bârɸfoɸt, bear, be wârɸ, bŭg-bear, eârɸ, eârɸful, eârɸfully, eârɸless, chair, dârɸ, dēclârɸ, fair, fairy, fârɸ, fârɸwell, flârɸ, glârɸ, hair, hair-brŭsh, hardwârɸ, hârɸ, hârɸ-bell, horse hair, mârɸ, nightmârɸ, out wear, pair, pârɸ, parent, pear, prēpârɸ, rârɸ, rēpair, searçɸ, searçɸly, searɸ, sharɸ, snarɸ, sparɸ, sparɸrĭb, stair, starɸ, swear, tail-bearer, tear, their, thrĕɸdbârɸ, unfair, wear.

PHONETIC LIST NO. 43.

New Phonograms: x, ex, and ex.

Pronounced, respectively, ks, ĕks, and ĕgz.
See remark on the use of suffixes on page 35.

apex, ăxlɸ, ăxlɸ-trēɸ, band-bŏx, beɸs-wăx, be twĭxt, bŏx, eālyx, eōɸx, ex ăct, ex amineɸ, ex amplɸ, ex çĕpt, ex chāngɸ, ex çītɸ, ex eūsɸ, ex er çīsɸ, ex ĕrt, ex ist, ex pĕct, ex plāĭn, ex plōdɸ, ex pōsɸ, ex prĕss, fix, flăx, fŏx, hexagon, index, lynx, mix, mixture, next, on yx, ŏx, ŏxɸn, pickăx, sextɸn, six, sixpɸnçɸ, sixtēɸn, sixth, sixty, smallpŏx, snŭff-bŏx, tăx, unfix, vex, vixɸn, wăx, wăx-work.

PHONETIC LIST NO. 44.

NEW PHONOGRAMS: q and qu.

Pronounced, respectively, k and koo. In using the latter in words, shorten oo to the point of suppression.

See remark on the use of suffixes on page 35.

ă¢quāint, ă¢quīr¢, ă¢quāinted, ă¢quit, bedquilt, bănquĕt, cŏnqu¢er, cōqu¢ĕtt¢, ēarthquāk¢, ēqual, inquīr¢, lĭquĭd, lĭqu¢ŏr, ŏblīqu¢¢, ōpāqu¢¢, quăck, quail, quart, quarter, quē¢n, quē¢r, quĕnch, quick, quickly, quĭĕt, quill, quilt, quinç¢, quīnīn¢, quīr¢, quit, quītē, quĭver, quoit, rēquest, rēquīr¢, squaw, squē¢k, squē¢l, squint, squīrm, squĭrrĕl, squīrt, unēqual.

PHONETIC LIST NO. 45.

NEW PHONOGRAM: z.

Pronounce with a strong vocal buzz.

See remark on the use of suffixes on page 35.

băptīz¢, blāz¢, brāz¢n, brē¢z¢, bronz¢, bŭzz, căpsīz¢, crāzy, dăzzl¢, dĭzzy, dōz¢, drĭzzl¢, Ēlīza, fĭzz, fĭzzl¢, frē¢z¢, frĭzzl¢, frōz¢, frōz¢n, fŭzz, fŭzzy, gaz¢, gāz¢,

glāzȼ, grāzȼ, grĭzzlў, hāzў, hụzzä, lĭzārd, lŏzȼngȼ, māĭzȼ, mŭzzlȼ, ọȼzȼ, pĭăzzȧ, prīzȼ, pŭzzlȼ, rāzōr, sēȧ-brēȼzȼ, sēĭzȼ, sīzȼ, snēȼzȼ, snọȼzȼ, squēȼzȼ, tweȼzers, whēȼzȼ, zēbrȧ, zērō, zĭgzăg, zĭne.

PHONETIC LIST NO. 46.

New Phonograms: y and ĭ.

The sound represented by these two phonograms cannot be given alone. It is that peculiar slide or twist that occurs between long e and any other vowel when we attempt to pass from the former to the latter without stopping. We therefore teach the children to call it ē, but in words to smother or shorten the vowel part to the point of suppression.

See remark on the use of suffixes on page 35.

ănxĭȼus, be yond, bunĭon, Ȼhristĭan, clōthĭĕr, côrdĭal, Danĭel, glāzĭĕr, hōsĭĕr, Indĭan, lạẉyĕr, lēȧpyēȧr, millĭon, ȯnĭon, ōpinĭon, pāvĭĕr, Russĭan, Sāvĭŏr, sēnĭŏr, Spanĭārd, spanĭel, stăllĭon, ūnĭon, un yĭēld ing, un yōkȼ, vērmilĭon, vinȼyārd, Yănkēȼ, yärd, yärn, yạẉn, yē, yēȧr, yēȧr ly, yēȧst, yĕll, yĕllōẉ, yĕt, yẹẉ, yĭēld, yōkȼ, yōlk, yonder, yȼŭngȼ, yȼŭngēr, yȼŭngest, yȼŭngster.

PHONETIC LIST NO. 47.

NEW PHONOGRAM: ą.

Pronounce exactly like ŏ.
See remark on the use of suffixes on page 35.

chąps, quąlĭtў, quąrrĕl, scąllop, squąb, squąb blȼ, squall, squąnder, squąsh, squąt, swąb, swąllōẅ, swąmp, swąmpў, swąn, swąp, wąd, wądded, wądding, wąddlȼ, wąfflȼ, wąl let, wąllōẅ, wąlnŭt, wąlrus, wąmpŭm, wąn, wąnd, wąnder, wąrrĕn, wąsh, wąshbōȧrd, wąsh er, wąsh er wọman, wąsp, wątch, wątch er, wątch ful, wątch man, whītȼwąsh, wĭgwąm, yąȼht.

PHONETIC LIST NO. 48.

NEW PHONOGRAM: ę.

Pronounce exactly like ā.
See remark on the use of suffixes on page 35.

bọıqṷęt, convęy, crōqṷęt, disōbęy, frę/ght, gręy, grę/y hound, hęy, nę/ght, nę/ghbōr, nę/ghbōrhọød, nę/ghbōr ly, ōbęy, out wę/ght, prę/y, rę/gn, rę/n, rę/ndēȼr, skę/n, slę/ght, vę/l, vę/n, wę/ght, wę/ght, wę/ghtў, whę/y.

PHONETIC LIST NO. 49.

NEW PHONOGRAM: ï.

Pronounce exactly like ē.
See remark on the use of suffixes on page 35.

fatïgu̸e̸, măgazïne̸, marïne̸, merï no, pōlïçe̸, trïō, valïse̸.

PHONETIC LIST NO. 50.

NEW PHONOGRAMS: ph and gh.

Pronounce exactly like f.
See remark on the use of suffixes on page 35.

eamphŏr, çīpher, eôu̸gh, dŏlphin, drȧu̸ght, ēnòu̸gh, hȳphĕn, läu̸gh, läu̸ghter, nĕphēw, ôrphan, pamphlet, phāetøn, phĕa̸sa̸nt, Philip, phlĕgm, phlŏx, phōnĕtic, phȳsic, ròu̸gh ly, sphēre̸, sphĭnx, sŭlphūr, tòu̸gh, tòu̸ghe̸n, trôu̸gh, tȳphoid, whọọp ing-eôu̸gh.

PHONETIC LIST NO. 51.

New Phonograms: ⓒl, ⓒe, ⓢl, ⓢe, and ⓣl.

Pronounce sh. See remark on the use of suffixes on page 35.

ăctⓘøn, ăddĭtⓘøn, ăffĕctⓘøn, ăfflictⓘøn, ānⓒⓘ⊄nt, attĕntⓘøn, ąuⓘetⓘøn, eąuⓘtⓘøn, eąuⓘtⓘøus, eondĭtⓘøn, dēlĭⓒⓘøus, exeūrsⓘøn, fērōⓒⓘøus, frictⓘøn, grāⓒⓘøus, lŭsⓒⓘøus, märtⓘal, mĕntⓘøn, mōtⓘøn, mūsĭⓒⓘan, nātⓘøn, nąuseøus, notⓘøn, pärtⓘal, ōⓒean, ōmĭssⓘøn, păssⓘøn, pātⓘ⊄nçe, pātⓘ⊄nt, pĕnsⓘøn, pērmĭssⓘøn, phўsĭⓒⓘan, pōrtⓘøn, pōsĭtⓘøn, prĕⓒⓘøus, rēlātⓘøn, spāⓒⓘøus, spĕⓒⓘal, stātⓘøn, suspĭⓒⓘøn, suspĭⓒⓘøus, vāeātⓘøn, vexātⓘøn, vexātⓘøus, vĭⓒⓘøus.

SPELLING AND THE ALPHABET.

During the second and third half-years, spelling should be taught by *two* methods, the *sentence* method already described (pp. 29–31), and a method which, for want of a better name, may be called the *series method.*

The sentence method should deal with homonyms (see page 31) and all other useful words that do not occur in phonetic series of three or more. By its use, the scholars should learn to spell from a hundred to a hundred and fifty words during the half-year.

The series method, which combines in a wonderfully effective way eye perception with ear perception, should deal with all words (except homonyms) that occur in phonetic series of three or more. A good teacher, after a little experience, will easily teach by this method, during the second half-year, at least two hundred words in addition to those she teaches by the other method.

By a *phonetic series* of words is meant a series in which there is an element, nearly always compound, common to all the words, but preceded in each by a different consonant or combination of consonants.

EXAMPLES: — *ill, bill, chill, drill, fill,* etc.; — *at, bat, cat, chat, fat, flat,* etc.; — *brine, dine, fine, line, mine,* etc.; — *fun, gun, run, sun, shun, spun,* etc.

The following is a description of the series method: —

The teacher first selects a complete series of words. From this series she strikes out: — 1. All homonyms. 2. Every word containing any letter which the scholars have not yet learned as a phonogram. 3. Every word which the scholars would not understand in conversation.

She next teaches the *names* of all the *letters* found in the series when thus revised.

The scholars being thus prepared for the work, the teacher writes upon the blackboard the element common to the series, which may be either a simple word like *old* or a meaningless combination like *ine,* and has the scholars read it. In this presentation she uses diacritical marks if neces-

sary; but in case she does so, she erases the element as soon as it has been read, and, immediately rewriting it unmarked, requires it to be read again. The lesson then proceeds *without marks* in this fashion, the common element being, let us say, *ine:* —

T. Now, children, what do you say this is?

Ch. Ine.

T. Close your eyes. (Children obey.) Now those who remember how *ine* looks, show hands. (Children obey.) Open your eyes and write *ine* without looking at the blackboard. (As soon as the children have done this, the teacher makes a rapid inspection of their slates or papers to make sure that all have copied the element correctly, a right beginning being absolutely essential to success. If she finds any that have not, she simply erases what they have written, and tells them to look better and write again. No further inspection is made until the end of the lesson.)

T. (Returning to blackboard) What is this on the blackboard?

Ch. Ine.

T. (Prefixing an *f*) Now what have I made of it?

Ch. Fine.

T. Close your eyes. (Children obey.) Those who remember how *fine* looks, show hands. (Children obey.) Open your eyes and write *fine* without looking at the blackboard. (While the children are writing the teacher erases the *f*.)

T. What have I here now?

Ch. Ine.

T. (Prefixing an *l*) And what now?

Ch. Line.

T. Close your eyes. (Children obey.) Who remembers how *line* looks? (Children raise hands.) Open your eyes and write *line* without looking at the blackboard. (While this is being done the teacher erases the *l*.)

T. What do you now see on the blackboard?

Ch. Ine.

T. (Prefixing an *m*) And what now?

Ch. Mine.

T. Close your eyes. (Children obey.) Who remembers how *mine* looks? (Children show hands.) Open your eyes and write it without looking up, — etc., etc., etc.

Having had the entire series, or as much of it as she deems sufficient for a lesson, written in this way, the teacher next, as a drill upon letter names, lets some scholar who has written all the words correctly, spell them aloud from the slate or paper, while the others, listening, make a cross at the end of each one they have spelled correctly. She then has the words erased (if on a slate) or turned down (if on paper), and proceeds to test her work by dictating them in a different order and without any blackboard accompaniment.[1] This generally closes the lesson, though some teachers will doubtless prefer to go a step farther and close with a quick exercise in the oral spelling[2] of the words.

Of course, words taught in this way, like words taught in any other way, that the knowledge may be retained, must be frequently reviewed. It follows also, that in sentences prepared for dictation to the class, these words must have representation as well as the words taught by the sentence method.

It must be evident to the least thoughtful, that the series method of teaching spelling will strongly reinforce the work done in reading; for the common element that runs through a series of words, having been carefully and repeatedly studied during the spelling exercise, will thereafter be readily recognized by most of the pupils as a compound phonogram, and will therefore serve as an additional "short cut" to word recognition.

In teaching spelling by the series method, the work should be carefully graded as regards the lengths of the words. A series in which the common

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[1] The author has lately given many lessons like the foregoing to Brooklyn classes in their second half-year. In few cases where the *first* half-year's phonetic work had been well done did the number of words misspelled on the test above mentioned, exceed one or two per cent.

[2] Observe that this is not oral spelling in the ordinary sense, where the exercise is a drill in ear recollection exclusively. In this oral spelling, there having been no memorizing by oral repetition of letters, the effort is to get at the letters by remembering how the word looked. The exercise is therefore mainly, if not wholly, one in visual recollection.

element contains three letters should on no account be used while there remains as yet unused a series of equally useful words in which the common element contains but two letters.

Toward the end of the third half-year after the scholars have learned all the letters by name, they should be taught to say them in their alphabetical order. The reasons for this are too obvious to require statement.

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